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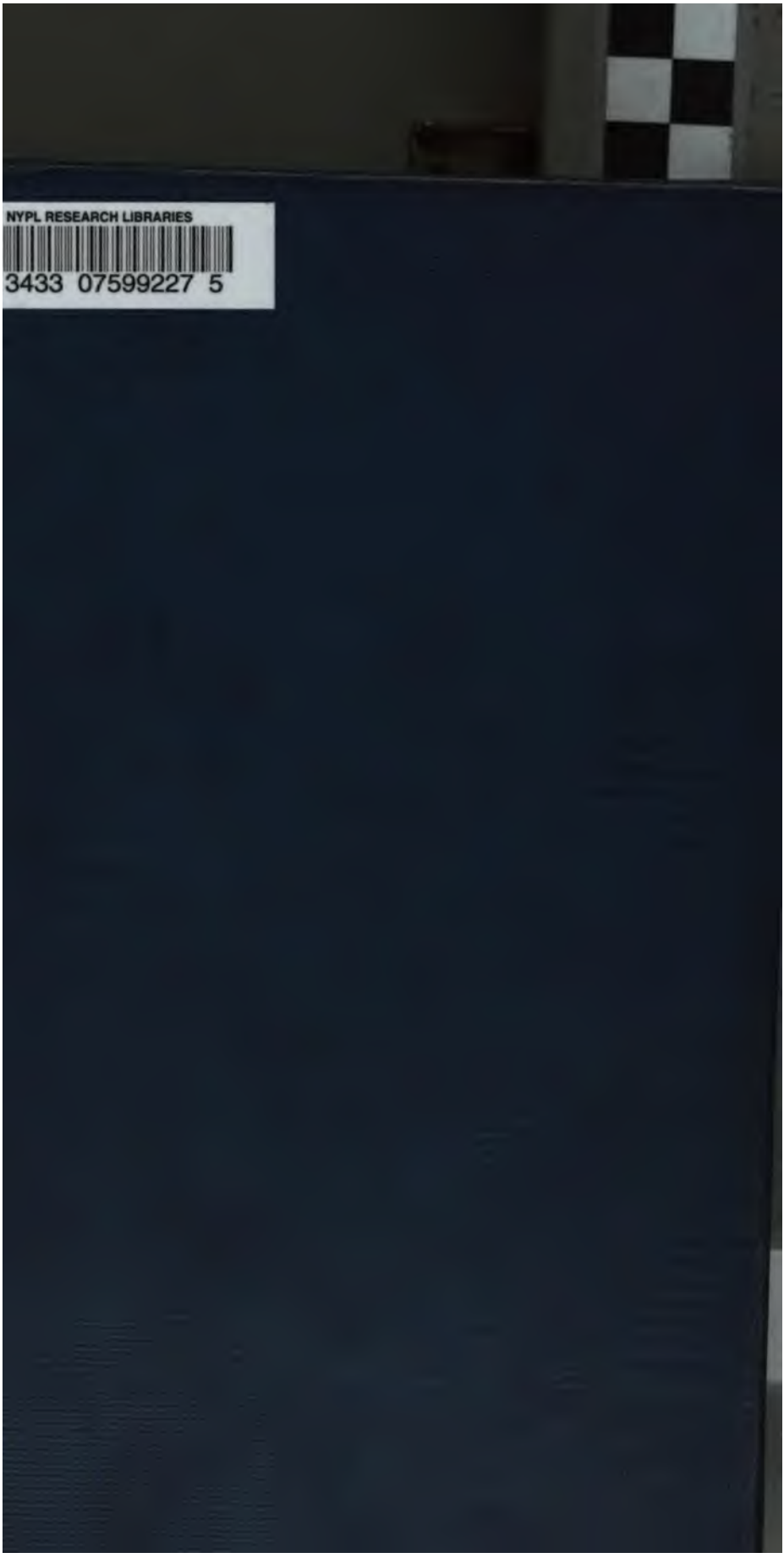
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REPORT OF THE PRESIDENT

OF THE

NORMAL COLLEGE

FOR THE TERM ENDING MAY 14TH, 1870.

SUBMITTED TO

THE BOARD OF EDUCATION,

MAY 18th, 1870.

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NORMAL COLLEGE,
NEW YORK, May 13, 1870.

To the Committee on Normal,
Evening, and Colored Schools:

GENTLEMEN,—After much opposition, and many obstacles overcome, the Normal College of the City of New York is a fact accomplished. Nothing but the energy and determination of your Committee, combined with the liberal support of the Board of Education, could have brought this great enterprise to a successful issue. All admitted the necessity of such an institution, but each wished to model it according to his own particular plan. Had all these persons been gratified, discussions would have been endless, and the founding of a Female Normal College would have probably fallen into other hands.

The public school system of this city had long suffered from the want of trained and competent teachers, particularly in the primary departments. The present Board of Education, discovering this fact, adopted a series of by-laws making provision for normal instruction, and authorized your Committee to hire a building and furnish it with the necessary appliances. Accordingly the third floor of the edifice on the southeast corner of Broadway and Fourth street was leased for one year, with the privilege of renewal. Had New York been searched from end to end it is doubtful if any other place could have been secured so well adapted for the purpose intended. This floor was found to be 275 by 41 feet, and separated by a partition wall into two

nearly equal divisions. One-half the floor was already divided into eight commodious and well ventilated rooms. The other half made a very fine assembly room, capable of holding over seven hundred pupils. This room, by means of sliding doors and movable screens (which could be raised and lowered like the sails of a ship), was also convertible into eight recitation rooms, airy and comfortable. In ten weeks from the time that the Committee were authorized to provide for normal instruction the building was hired and furnished, a staff of instructors appointed, and the school filled to overflowing with about eleven hundred scholars. It was soon discovered that sixteen recitation rooms were insufficient to accommodate so great a number, and therefore the Committee leased half of the floor below, consisting of nine suitable rooms, which were fitted-up and furnished in an incredibly short period of time.

The pupil-teachers were admitted into the Normal College upon the results of a competitive written examination. The candidates were only known by numbers; no examiner knew the name of any girl, nor the school from whence she came. This plan secured the faculty and tutors from even the suspicion of favoritism. As the ordeal was strange and novel, and likely to create nervousness and embarrassment, all those who failed to pass it were re-examined, and if found qualified admitted.

It was remarked, with considerable force, by some of the principals, that it would have saved an immense amount of labor if the students had been admitted upon the written statements of their teachers. But such a course would certainly produce great trouble and difficulty in the end; and might degenerate into *pro rata* admissions, (as in Philadelphia,) which must inevitably lower the standard of scholarship. Ere long there would be general discontent and charges of partiality. All

things considered, it was best that rich and poor, high and low, should be placed upon a common platform, and subjected to the same conditions and regulations. In a competitive, written examination alone can uniform justice be secured for every individual candidate.

It might be well to state that the written work presented by the pupils revealed some facts which might be useful to the instructors in the public schools. First, There was a general deficiency in clear, vigorous, and legible penmanship: Second, A want of executive force in the arrangement of the subject-matter: Third, A curious indifference to capitals and periods (whole pages sometimes being found without a stop or capital letter; and this, too, from pupils who could solve questions in arithmetic, and parse and analyze with ease): Fourth, An indisposition to finish a thing: Fifth, A great difference in the attainments of the pupils of the same age and grade, and considerable diversity in the subjects taught: Sixth, An unaccountable habit of thinking that the *name* was equivalent to the *thing* itself, and that if they were *called* "supplementaries," that was quite enough; it entitled them to high positions, whether they knew the subjects taught or not: Seventh, The papers evidently proved that the girls knew a great deal more than they were able to express on paper. It is but fair to say, however, that many of the papers evinced careful study and exact teaching. The work of a great number of the Female Grammar Schools was correct, beautiful, and creditable to the girls and their teachers.

In conformity with the By-Laws, the President and Vice-President prepared the following course of study, which was presented to and adopted by your Committee:

COURSE OF STUDY FOR THE FEMALE NORMAL AND HIGH SCHOOL.

There shall be a three years' course, divided into six terms of twenty-two weeks each.

1. First Term, First Year—*Ancient History* and *Physical Geography; Latin* commenced; *French* or *German* commenced; *Algebra* commenced; and *Natural Philosophy* commenced.

The above studies to be prepared at home, but never more than two subjects of study during one day.

Botany and *Chemistry*, to be taught in school.

English Grammar and *Arithmetic* reviewed fortnightly.

2. Second Term, First Year.—*Ancient Geography* commenced, and *Ancient History* continued; *Latin* continued; *French* or *German* continued; *Natural Philosophy* continued; and *Geometry* commenced.

The above studies to be prepared at home, but never more than two subjects of study during one day.

Botany, *Geology*, and *Chemistry*, to be taught in school.

English Grammar, *Arithmetic* and *Algebra* reviewed fortnightly.

Music, *Calisthenics*, *Drawing*, *Penmanship* and *Bookkeeping* to constitute a part of the first year's course. There shall be written exercises in *Spelling* every day, or exercises in *Dictation*.

3. First Term, Second Year.—*Modern History* commenced; *Latin* continued; *German* or *French* continued; *Geometry; Astronomy* commenced.

The above studies to be prepared at home, but never more than two subjects of study during one day.

Geology, Chemistry and *Physiology*, to be taught in school.

Physical and *Ancient Geography* and *Algebra*, to be reviewed fortnightly.

4. Second Term, Second Year.—*Rhetoric* commenced; *Latin* continued; *French* or *German* continued; *Astronomy;* and *Plane Trigonometry.*

The above studies to be prepared at home, but never more than two subjects of study during one day.

Physiology, Anatomy and *Hygiene*, to be taught in school.

History and *Geometry* reviewed fortnightly.

Music, Calisthenics, Drawing and *Impromptu Composition* to constitute a part of the second year's course.

Written *Spelling* and *Etymology* or *Dictation* daily.

5. First Term, Third Year.—*Rhetoric* and *English Literature; Latin* continued; *French* or *German* continued; *Zoölogy; Civil Polity;* and *Intellectual Philosophy.*

The above studies to be prepared at home, but never more than three subjects of study during one day.

Chemistry, Mineralogy and *Object Teaching*, with *Discussions* on the *Methods* of *Instruction.*

Geography, History of U. S. and *Arithmetic* reviewed with the view of developing the power to teach.

COURSE OF STUDY FOR THE FEMALE NORMAL AND HIGH SCHOOL.

There shall be a three years' course, divided into six terms of twenty-two weeks each.

1. First Term, First Year—*Ancient History* and *Physical Geography; Latin* commenced; *French* or *German* commenced; *Algebra* commenced; and *Natural Philosophy* commenced.

The above studies to be prepared at home, but never more than two subjects of study during one day.

Botany and *Chemistry*, to be taught in school.

English Grammar and *Arithmetic* reviewed fortnightly.

2. Second Term, First Year.—*Ancient Geography* commenced, and *Ancient History* continued; *Latin* continued; *French* or *German* continued; *Natural Philosophy* continued; and *Geometry* commenced.

The above studies to be prepared at home, but never more than two subjects of study during one day.

Botany, *Geology*, and *Chemistry*, to be taught in school.

English Grammar, *Arithmetic* and *Algebra* reviewed fortnightly.

Music, *Calisthenics*, *Drawing*, *Penmanship* and *Bookkeeping* to constitute a part of the first year's course. There shall be written exercises in *Spelling* every day, or exercises in *Dictation*.

3. First Term, Second Year.—*Modern History* commenced; *Latin* continued; *German* or *French* continued; *Geometry; Astronomy* commenced.

The above studies to be prepared at home, but never more than two subjects of study during one day.

Geology, Chemistry and *Physiology*, to be taught in school.

Physical and *Ancient Geography* and *Algebra*, to be reviewed fortnightly.

4. Second Term, Second Year.—*Rhetoric* commenced; *Latin* continued; *French* or *German* continued; *Astronomy;* and *Plane Trigonometry.*

The above studies to be prepared at home, but never more than two subjects of study during one day.

Physiology, Anatomy and *Hygiene*, to be taught in school.

History and *Geometry* reviewed fortnightly.

Music, Calisthenics, Drawing and *Impromptu Composition* to constitute a part of the second year's course.

Written *Spelling* and *Etymology* or *Dictation* daily.

5. First Term, Third Year.—*Rhetoric* and *English Literature; Latin* continued; *French* or *German* continued; *Zoölogy; Civil Polity;* and *Intellectual Philosophy.*

The above studies to be prepared at home, but never more than three subjects of study during one day.

Chemistry, Mineralogy and *Object Teaching*, with *Discussions* on the *Methods* of *Instruction.*

Geography, History of U. S. and *Arithmetic* reviewed with the view of developing the power *to teach.*

6. Second Term, Third Year.—*Practice* in the *Training Department; Discussions* on the *Methods* of *Instruction* and *School Government; Object Teaching* in *Theory* and *Practice; Intellectual* and *Moral Philosophy; English Literature* and *Essays.*

Elementary Branches reviewed weekly with the view of developing the power to teach.

Music, Calisthenics, Drawing and *Impromptu Composition* to constitute a part of the course during the first term of the third year. During the second term of the third year, *Spelling, Etymology, Arithmetic* and *Grammar* to be thoroughly learned and discussed.

The principal object in view in the above selection and arrangement of subjects of study was to furnish the pupil-teachers with the working tools of their profession; to carry out as far as possible the design for which the College was founded. It may be perceived that due prominence is given to the study of language, to the natural sciences and to the methods and principles of instruction. Although there has been a close adherence to the "course" in the spirit, yet it was found necessary to depart from it, in some instances, in the letter. Translation, as a medium of culture, cannot be over estimated. A teacher needs more than any other person the faculty of discrimination, and, consequently, of correct criticism. This power of "reasoning from probabilities to probabilities, as in real life, is far more important than the power to reason from certainties to certainties, as in the pure mathematics." The study of classic or of foreign languages imparts the power to weigh, to balance, to judge and, therefore, to arrive at tolerably correct conclusions.

The Committee, with great liberality, has furnished two rooms with costly apparatus to enable the girls to receive the best kind

of instruction in Chemistry, Physics and the Natural Sciences. Instead of merely obtaining vague ideas of the laws of nature by studying books or by being talked at by teachers, the students see and handle the things themselves, and thus acquire accurate knowledge which will be available in the future.

There are six grades of students, divided into twenty-two classes, as follows:

One	class	of the	sixth	grade, containing	111 pupils.*
Three	classes	of the	fifth	" "	150 "
Four	"		fourth	" "	141 "
Six	"		third	" "	268 "
Four	"		second	" "	216 "
Four	"		first	" "	209 "

Number on Register at the present date.....1,095
Number admitted by competitive examination.....1,068

Increase in attendance..... 27

This increase was caused by the fact that your committee permitted the opening of the doors in certain meritorious cases. Some girls had been prevented by sickness from attending the examination; others by —— local trustees!

The attendance has been unusually good, as the following figures will show:

Average attendance,		first week,	750;	second week,	1,029
"	"	third	" 1,038;	fourth	"	1,031
"	"	fifth	" 1,032;	sixth	"	1,045
"	"	seventh	" 1,048;	eighth	"	1,044
"	"	ninth	" 1,040;	tenth	"	994
"	"	eleventh	" 1,033;	twelfth	"	983

Average attendance for the past twelve weeks.....1,006
" " omitting the first week.....1,020

* This class is divided into two sections of about fifty-five each. One is detailed for duty while the other is instructed.

Considering that the pupils come from all parts of the city, and that there has been much rain and inclement weather during the term, the attendance is really wonderful, and reflects the highest credit upon the girls. Taking the real average Register number, 1,075, and the actual average attendance (by omitting the first week), 1,020, the percentage of absence is only $4\frac{3}{4}$, nearly.

There is a staff of twenty-seven instructors, consisting of a President, a Vice-president, three Professors, a Superintendent, a Secretary and Librarian, a Teacher of Drawing, a Teacher of Penmanship and Bookkeeping, two Teachers of Music, a Teacher of Methods of Instruction, and fifteen Tutors in the different departments of study. By making the Register number the basis, it will be found that there are forty students to each instructor, and by taking the actual average attendance as the basis, there are thirty-eight to each instructor. This includes the President, Superintendent and every member of the staff. The number of scholars per class is quite too large, but unavoidable until such time as your Committee can provide a suitable edifice.

Section III. of the By-Laws requires that the President should furnish you with "a detailed report of the number of teacher-pupils on the rolls, the average attendance, punctuality, conduct and progress of the students, together with the amount and nature of the instruction given by each professor and teacher." Your Committee has been already informed as to the attendance and punctuality of the students. Their conduct has been unexceptionably excellent; and the progress, all things considered, very satisfactory.

The professors and tutors have been regular in attendance and faithful in duty. Many of them, during the period of organiza-

tion, worked at home until "the small hours of the morning," at that most dreary of all labor, the examination of students' papers.

The President purposes, in his next Quarterly Report, to give a detailed account of the standing of every pupil-teacher in attendance, her punctuality, conduct and progress in study. A published catalogue of this sort would exercise a very beneficial influence in stimulating the students to habits of attention and industry.

The undersigned begs leave to thank your Committee, collectively and individually, for your unwavering support and unfailing sympathy in the arduous task of organizing a Normal College for the education of young women in the City of New York.

Respectfully submitted.

THOMAS HUNTER,
President, Normal College.

REPORT.

NEW YORK, December 28, 1870.

The Honorable the Board of Education:

GENTLEMEN—In compliance with the By-laws of your Board, I beg leave to present my annual report of the Normal College for the year ending December 31, 1870.

Previous to the establishment of the College the President and Vice-President visited and inspected nine normal schools in neighboring States, and two in the State of New York, and the information thus obtained was of great service, as it enabled us to organize without incurring so many of the mistakes incident to every new undertaking. A longer and closer examination of normal institutions in this country and in Europe would amply compensate for the time, trouble, and expense devoted to the investigation. Great Britain sent to America Mr. Frazer, the present Bishop of Manchester, to study the system of public instruction in Canada and the United States. His report was able and voluminous. Mr. Hughes and Mr. Mundello, members of the Parliament of the United Kingdom, after visiting the schools of Germany, inquired minutely into the American system of free education for all. A few years ago Boston, finding herself in danger of being surpassed in the march of civilization, sent forth a committee, headed by her Mayor, to investigate the condition of the schools in all the great Atlantic cities. If such

inspection and study are found beneficial for the primary and grammar schools, how much more necessary in the case of normal institutions, which are the very fountains of systematic and thorough instruction!

Germany, France, and even Great Britain are far in advance of the United States in all the means and appliances for the education of teachers. In 1863 there were 51 normal schools in Prussia, 10 in Saxony, 9 in Bavaria, 7 in Wirtemburg, 7 in Hanover, 4 in Baden, with from one to three in the smaller states of Germany; in France there were 97; in England and Wales 23; in Scotland, at least 4 (2 in Edinburgh and 2 or 3 in Glasgow); and in Ireland 1. Under the able administration of M. Guizot, as minister of public instruction, the number of normal schools in France was increased from 13 to 76. In one of his reports this enlightened statesman said:

"The education of the teachers themselves is evidently a most important point in a law for popular instruction. I adopted, without hesitation, the system of primary normal schools, and formed them into a general and *compulsory* institution."

An equally distinguished American orator and statesman remarked:

"Our schools are under a kind of *traditionary* discipline. To a considerable extent they are kept by young men and young women who make a pretty rapid transition from the pupil's bench to the schoolmaster's and schoolmistress's chair. Unless they possess strong original minds, which are not very common, there is not much likelihood that they will rise above the schools where they themselves were taught."

The city of New York, with almost a million of inhabitants with its hundred thousand school children, and with its twenty-five hundred instructors, employed at the public expense, until quite recently had no adequate means for the education and training of teachers. The present Board of Education had scarcely been a month in office before they perceived this glaring,

radical defect in the system. They went vigorously to work to remedy the evil. They placed the organization of a "Normal and High School" in the hands of a special committee. This committee prepared a series of by-laws, hired a building, furnished and fitted it up, appointed a staff of instructors, selected principally from the teachers of the public schools, and before the Board had been eight months in power the Normal College was in successful operation. A great revolution, the transfer of all the supplementary classes, was effected—effected, too, without jar or detriment to either pupil or teacher, the only parties directly concerned in the change.

Though the Committee on the Normal College, sustained, as it has been, by your Board, has made every effort to furnish the requisite education and training for the teachers of this city, the means and appliances are yet, to a great extent, inadequate to accomplish the end in view. It is true that the departmental method of instruction by which one professor or one tutor is responsible for only one or two cognate studies is a vast improvement upon the plan previously pursued by which one vice-principal was supposed to teach, and therefore to know nicely and critically, eight or nine different branches of study. She was expected to understand precisely and to instruct accurately in Arithmetic, Algebra, Geometry, Astronomy, Philosophy, Rhetoric, Grammar, Geography, Etymology, and History! In some of the schools the curriculum included, besides these, Latin, French or German, and Trigonometry. Either of two results is self-evident: the instruction was badly given, or the teacher was nearly worked to death. Under such a system book-teaching, memorizing, and "cramming" must have prevailed to a fearful extent. Natural Science, Physics, and Chemistry (after Language), being the great working tools of the teacher, cannot be taught except by means of apparatus; and to place the requisite

apparatus in each of fifty grammar schools would cost the enormous sum of $500,000. Although the Board has liberally supplied the College with the facilities for imparting a thorough education, yet the accommodations are very far from being suited for educational purposes of a high order. The lecture-rooms for the scientific department are badly lighted, too small, and very inconvenient. This is the department that must supply the teachers with the resources which impart vivacity and interest to the instruction. Physical culture, so vitally important to women, has been totally neglected for want of room. There is no yard or other promenade ground, and consequently no vacating of recitation-rooms to permit currents of pure air to pass through them. The ceilings are very low. Some of the rooms are separated by curtains only, which allow the noise of one class to disturb another. The constant rattle of stages and wagons on Broadway is another source of annoyance. I do not point out these defects in any spirit of fault-finding. I merely mention them to show the necessity of erecting as soon as possible a suitable edifice for the professional training of teachers—an edifice with lofty ceilings, abundant means of ventilation, gardens, promenade grounds, suitable lecture-rooms, and all the other conveniences necessary for the moral, physical, and intellectual culture of the daughters of the people who intend to follow the vocation of teaching.

On the 15th of February last, 1,068 students were admitted by competitive written examination to the Normal College, and since then by private examination (and always on recommendation of the Committee) 37, making in all 1,105. Of this number, 97 graduated last July, leaving on the rolls 1,008. The register number at the present time is 854. Thus it appears that only 154 have left during the past ten months. It will be found, on investigation, that the number of students who have retired from

the College is less in proportion than that of any other similar institution in the country. Some of these, of course, presented themselves in the beginning through mere curiosity, and never intended to remain. Others were compelled to leave on account of domestic affliction, and a few because they could not afford to wait until the expiration of the three years' term.

The College was organized into three divisions, corresponding to the three years of the course, the Introductory, Sophomore, and Senior. Each of these was subdivided into higher and lower, making six divisions in all. It requires half a school year for an industrious student to pass from one subdivision to another; and as there can be no promotion except that based upon the results of a written examination, the interval between the periods when the students are held to account is only five months. A year would be too long a time to wait for promotion, and a failure then would be a very serious matter. According to the present plan a pupil can only lose half a year, and if she have been careless or inattentive the loss frequently acts as a most salutary lesson. It is indeed asking too much to expect a person fifteen or sixteen years of age to forecast for twelve months. Beginning her studies in September, she would be only too apt to procrastinate, and to satisfy her conscience with the soothing reflection that she would hereafter make up for lost time. Many of us are quite ready to follow Talleyrand's advice, "Never do any thing to-day which you can possibly put off till to-morrow." For many reasons it was thought wiser to make six terms instead of three. The six divisions were again arranged in classes, known by letters of the alphabet. The rank was indicated solely by the index attached to the letter. A^1, B^1, C^1, etc., meant pupils of the first term, or first half-year, called Lower Introductories; A^2, B^2, C^2, etc., pupils of the second half-year, called Higher Introductories, and so on, up to A^6, B^6, C^6, *etc., showing* pupils of the

sixth half-year, called Higher Seniors. A, B, C, etc., were mere names; the indices pointed out the grade and the year.

The College had been organized but five months when the first commencement was held at the Academy of Music. Mayor Hall addressed the audience in a speech of great force and wit, as did also Mr. Smyth, the President of the Board, and Commissioner William Wood, of the Committee. Thousands assembled to witness the sight, and other thousands were unable to obtain even standing room. The interest manifested in a popular free college for the education of women was absorbing, and shows that the great heart of New York always beats in harmony with true progress. It was generally conceded that a more touching or beautiful spectacle had rarely been witnessed in this or any other city. Whatever of credit was accorded the exercises, on that evening, is due mainly to the principals and vice-principals of the female grammar schools. Of the ninety-seven graduates, two thirds or more had completed the supplementary course of studies, and were already, as far as education was concerned, entitled to teach in the public schools. Our time during the five months was devoted almost exclusively to the methods and principles of teaching, based upon the laws of intellectual philosophy, and to supplying the young ladies with those resources in natural science without which it is nearly impossible to instruct in an acceptable manner.

Object-teaching has been made a prominent feature in the course of instruction in the Normal College. The Committee, anxious to place this important subject upon a sure foundation, secured the services of a trained and accomplished teacher, a graduate of the Oswego Normal School. The ablest educators now admit that object and objective* teaching are a prime neces-

* These terms are not synonymous. In object-teaching we impart a knowledge of the object itself; in objective teaching we use the object to illustrate and develop some other subject.

sity in all primary schools. The great knowledge-giving sense is the sense of sight. It may be divided into the eye for form and the eye for color. Through these two organs we obtain nearly all our knowledge of the object world; for sight usurps many of the functions of touch. A trained and accurate eye for form will enable the individual to learn readily mathematics, the mechanic arts, sculpture, drawing, designing, and architecture. The correct eye for color is the foundation for excellence in poetry, painting, graphic writing, and many of the fine arts. Even the common branches of education, reading, writing, spelling, and the concrete parts of arithmetic, are more easily and rapidly acquired when the eye has been trained aright. In the study of the natural sciences the cultivation of the sense of sight is indispensable. A child who has been educated by means of object-teaching will be able to describe with greater accuracy, will observe men and things more closely, and will understand their true relations much better, than one who has been "crammed" in the ordinary way with unmeaning words which frequently make "confusion worse confounded." Many old-fashioned teachers decry object-teaching, because they have been accustomed to the comfortable practice of *hearing* lessons from a book, and inflicting punishments for failure to remember barren words. The perception, the judgment, the imagination are left untouched. It is too troublesome to instruct, to inform, to unfold the faculties of the pupil in their natural order. Even these enemies of object-teaching unconsciously belie their own statements; for every one of them will use maps, diagrams, blackboards, globes, etc.; and what is this use of these things, but the employment of objects to illustrate the studies of geography, geometry, and astronomy?

In connection with object-teaching your Board has authorized the introduction of the "Kindergarten" system of instruction

into the Model Primary School. The importance of making the school-house a pleasant place and knowledge agreeable to the children cannot be overestimated. Why are our boys so anxious "to go down-town"? Simply because the school is a house of terror. Why do so many boys play truant? Why are young people in general—even those whose parents can afford to support them at school—only too glad to escape out into the world? Because books and studies have been converted into objects of horror, and knowledge itself into a nauseous dose. When kingdoms are badly governed, when tyranny prevails, when taxes are excessive, when policemen and soldiers eat the substance of the people, men emigrate to those countries where they can enjoy freedom and the fruit of their labors. When schools and classes are unwisely managed, when coercion and repression are the order of the day, the pupils naturally seek their own happiness in fleeing from a system which they despise and detest. Every truant from school is a standing impeachment of the teacher's ability. Experience proves that truancy and other irregularities are in the direct ratio of the teacher's incapacity. One of the most prolific sources of misery to the scholars is the fact that the majority of young teachers fail to discern when mental exertion has wearied the mind. Bodily fatigue superinduces a dull pain, while the change to a state of rest produces a sense of pleasure. So it is with the mind. Not unfrequently the tired brain is poisoned with foul air. A trained teacher knows that no lesson in a primary school should exceed twenty-five minutes' duration, and that for younger children fifteen minutes are quite long enough, and even then the exercise should be conducted with spirit and energy. After every lesson there should be physicial exercise, change of position, marching, music, etc., and the gallery of children should be instructed in games and plays which convey moral truths. To do all this as it should be done, it is necessary that the teacher should have received normal instruction; that she should have

studied the great writers on education; that she should possess natural aptitude for the teacher's profession; and that she should prepare her day's work at home. In addition to these, she should be thoroughly conscientious in the performance of all duties. If trained and qualified in this manner she will not be compelled to be a mere automaton. She will be a versatile, vivacious instructor, who can make her pupils happy and impress herself forever on their minds. "He who cannot make his mark on his pupil never should have one." Plutarch says:

"Children are sometimes overtasked, whereby they fall under discouragement, and that with other inconveniences accompanying it causeth them in the issue to be ill affected toward learning itself. For as plants by moderate watering are nourished, so with overmuch moisture are glutted; so is the spirit improved by moderate labors, but overwhelmed by such as are excessive."

Quintilian remarks:

"Nor will play in boys displease me; it is also a sign of vivacity; and I cannot expect that he who is always dull and spiritless will be of an eager disposition in his studies when he is indifferent even to that excitement peculiar to his age."

Roger Ascham says:

"For whatsoever the mind doth learn unwillingly with fear, the same it doth gladly forget without care."

Sir William Hamilton observes:

"The primary principle of education is the determination of the pupil to self-activity—the doing nothing for him which he is able to do for himself."

It is very remote from my thoughts to inculcate habits of disorder. But the question arises, what is order? Is it the death-like stillness which prevails in some schools? Is it walking over the floor as though it were glass, or as though the children did not own their own limbs? Is it that mincing, wary step, combined with furtive glance and weary face, the result of constant

repression? No; a thousand times no. The necessary noise of marching, singing, music, recitation, playing under instruction, laughing at and enjoying a joke, turning the head to see the face of the child who is speaking, changing the position when wearied —these things are not disorder. Obedience to wise and natural law is order. No teacher has the right to make foolish and unnatural rules—rules at war with physical well-being—and then enforce them by sheer despotic power. Force begets resistance, and tyranny creates rebellion. The Kindergarten system, with its instructive plays, games, and amusements, will attach the children to the schools, engender a love for books and studies, for regularity and order, and for freedom and justice. This plan of teaching is in harmony with nature; it takes up the work where the mother leaves off, and therefore prevents that sudden transition which so frequently shocks the child. Although the Normal College is in favor of all improvements in the methods of teaching, it is wedded to none. Wherever an appliance will simplify a subject it will be recommended. Toys, blocks, colored balls, maps, leaves, flowers, minerals, all that art or nature can furnish will be used in the unfolding of the youthful mind, and in imparting a love of knowledge for its own sake, and a respect for truth for the sake of Him "who made the world and all that therein is."

One of the principal difficulties under which we labored in the beginning, and from which we still suffer, was the very decided inequality in the acquirements of students professedly of the same grade. Although this was evident in all the studies, it was most manifest in the subjects of drawing, French, and German. It appeared as if instruction in these branches had been optional; for there was no uniformity, system, or definite aim. This fact alone, were there no other, would always prevent a thorough prosecution of a high grade of studies in the public schools. It

would be nearly impossible to extend a liberal education to the young women who purpose being teachers, by means of fifty separate classes, widely apart, under fifty instructors, each under a different principal who is subject only to the general rules and by-laws of the Board. A central institution, under a responsible head, with a clear and definite purpose, in which rich and poor can meet together—the former deriving strength and the latter polish by the very contact—can accomplish the great work much easier and better.

Facility and accuracy of expression are indispensable to the teacher. To develop this power the Normal College has devoted more time to the study of language than it is usual to give in institutions of a similar kind. The limited vocabulary of many of the students of the higher supplementary classes was owing to the almost exclusive study of the mathematics. The adding, subtracting, multiplying, and dividing impossible fractions—such as cannot occur in real life—and the conversion of grammar into a sort of analytic intellectual gymnastics, had a tendency to narrow the mind (even though it may have been sharpened), and to make the language of the scholars bald and stilted. The synthetic processes had been, to a great extent, ignored. The overstudy of mathematics, to the neglect of language, literature, and natural science, has a very pernicious influence on the human mind. Walpole says:

"The profound study of mathematics seems to injure the more general and useful mode of reasoning—that by induction."

A celebrated German scholar remarks:

"The study of mathematics, unless special precaution be taken, is rather a hindrance than an aid."

Madame De Staël says:

"The study of mathematics, habituating us to certainty, inflames us against all opinions in contradiction with our *own*."

Basedow remarks:

"*Mathematics tolerate no reasoning from analogy.*"

Many more eminent authorities might be quoted against the too exclusive study of mathematics. When students have acquired sufficient knowledge in this department to enable them to apply it successfully to the concrete parts of natural philosophy, they have accomplished quite enough. Puzzling questions in arithmetic and algebra are simply a waste of valuable time. Analyzing language before the students have learned to put words together is a clear violation of the natural order. As well ask a man who never made a watch to take it apart and afterwards reconstruct it. What is best and most desirable is to give the different media of culture their due proportion of time and attention. Madame De Staël in this connection observes:

"The study of languages, which in Germany constitutes the basis of education, is much more favorable to the evolution of the faculties in the earlier age than that of the mathematics or physical sciences."

The age prior to seven is the best for implanting moral truths. This part of education should be done at home—*provided the child has a home.* But if he must attend school between four and seven, let him be instructed in morals, in manners, and in calisthenics. The age between seven and ten is the best for the cultivation of memory and the perceptive faculties. Here is the field for the object-teacher. The age between ten and sixteen should be devoted to the concrete portions of science, to language, to drawing, and music. And no subjective science should ever be taught until the student has entered his seventeenth year. Objective teaching will add greatly to the student's vocabulary, and facilitate the study of language in general.

Professor Dundon, in reporting the condition of the classes in his department of study, remarks:

"Commencing in order with Latin, I wish to observe that I was surprised to see how naturally our students took to the study of this language. At the outset not one in a hundred understood the simplest Latin word; yet from the moment the class was formed all applied themselves with an energy and a zeal seldom surpassed. Comparing them with young men in similar institutions, the average of hard, conscientious work is decidedly in their favor. Moreover, when they have no profession like law, medicine, or divinity to look forward to, the credit they deserve is all the greater. * * * For normal purposes its disciplinary effects are admirable. Its fine mechanism presents splendid exercises in mental gymnastics, and the pupil who has thoroughly mastered the Latin declensions and conjugations need apprehend no difficulty in learning any language whatever. * * * A knowledge of the Latin imparts a certain easy grace and smoothness to style, and is seen to the best advantage in scientific and philosophical subjects. There is, indeed, every reason to anticipate the best results from this study when the requisite interval between seed-time and harvest shall have elapsed."

In regard to the study of English Literature the same Professor says:

"The instruction in this department aims at two results: First, to exhibit the genius, temperament, and influence of the great English and American writers; secondly, to point out the growth of the language. For the present our classes confine themselves to the first, since it is naturally the most interesting and important. * * * Every writer has some master thought, some dominant principle pervading all his works. Now if this principle is grasped in the first instance, the chief difficulty is removed, and the right step is taken toward a proper estimate of his genius. But such characteristics are influenced by certain external circumstances. The age in which he lives, the condition in which he finds himself, modify a writer's development. * * * Every poet, dramatist, and historian presents two problems—first, what was the man by nature; secondly, what was he rendered by art."

Professor Dundon has given considerable attention to civil polity, and has taught it, as well as the other studies of his department, with masterly ability. It is only on very rare occasions that a text-book is to be found in his hands.

"The study of civil polity," he says, "pursued by my classes, comprises the science of government and an analysis of the Constitution of the United States. For the present the attention of the students *is given* to the latter, and with

more interest than I could possibly anticipate. The wonder is, when our circumstances are considered, that knowledge of this kind has not heretofore been sown broadcast throughout the land. Here we have a political future never approached in the palmiest days of Greece and Rome. Here is the latest and grandest experiment in self-government. Every citizen is a political sovereign; and the ballot is conferred upon all, 'without money and without price.' Yet how few know the nature of this political sovereignty or the political duties which correspond with their rights! Indeed, it would be no exaggeration to say that not five per centum of our voters have any idea of the Constitution beyond a few bare facts, while not one in a thousand has any thing like an adequate conception of that political mechanism which keeps thirty-eight States in their orbits. Such ignorance is not merely lamentable, it is highly dangerous: its type is a child with a thunderbolt in his hand. * * * The question is, how are these people to be reached? The answer is, through the school-room and by means of the trained teachers whom it is the mission of the Normal College to send forth."

Professor Gillet has worked in his department with great fidelity and ability. I have known him to labor until five or six o'clock preparing his experiments for the following day. Like all good instructors he takes a deep interest in the subjects which he teaches and in the department for which he is responsible. In his report he says:

"The study of the Physical Sciences not only furnishes the mind with an abundance of information, useful alike to the teacher and the person of general culture, but when properly pursued is an excellent mental discipline, cultivating both the faculty of observation and the power of reasoning."

He gives some useful hints as to *how Physics should be taught:*

"When, however, the facts and principles of Physics are merely learned by rote from a text-book (as is too often the case) the study is scarcely more profitable than the committing to memory of the pages of a dictionary. To make the study really profitable the facts of Physics must first be established by experiments, so that each pupil may witness them for himself, and then he must be shown how the laws and theories of science are derived from these facts of observation. It is one thing for a scholar to commit to memory the statement that light is propagated by vibrations in the ether, which are transverse to the direction in which the light is travelling; it is quite another and far more valuable thing for him, after seeing for himself that rays of light may interfere so as to produce darkness, and that a ray of light acquires sides on passing through a crystal of Iceland spar, to understand how these facts prove

that light is propagated by transverse vibrations. And it is a much more valuable thing for a scholar to understand how the minute waves of light may be measured than to commit to memory a table of the length of these waves for the various colors.

"The aim, then, in teaching Physics should be, first to establish the facts experimentally, and then to explain how laws and principles are deduced from these facts. After the facts have been established, and the deduction of laws and principles explained, the class ought to undergo frequent and careful examination, that all may become firmly fixed in mind. I know of no subject better adapted to class-drill than certain portions of Natural Philosophy."

In relation to the importance of proper and abundant apparatus, Prof. Gillet remarks:

"What we conceive to be the true method of teaching Physics requires a pretty extensive apparatus, and the Committee have very generously furnished us the means of procuring such apparatus. We have already purchased and received some $2,500 worth, and have ordered $700 worth more. When this shall have been received we shall have all the expensive apparatus needed at present. But we shall be obliged to make some additions to the various departments during the year in order to complete the whole. Much of the apparatus has been made with special reference to our wants, and I very much doubt whether so good a working apparatus was ever got together at so little cost."

Prof. Gillet's opinions are in accord with my own as regards the study of the pure mathematics. He says:

"While I think the claims of Physics are still underrated, I am of the opinion that those of pure mathematics are overrated. It is claimed for the study of mathematics that it is an excellent mental gymnastic exercise which the majority regard as drudgery, and in which they manifest too little spirit for the development of mental vigor; and even in the case of those few who take to the study of mathematics with zeal, I doubt whether the mental training received makes them better able to master the problems either of the school-room or of every-day life."

Professor Gillet discovered the same inequality of acquirement in the students of the same grade, to which I have alluded in a previous part of this report. Discontent on the part of students, all "ready to graduate" at a given time, and the pressure of teachers in favor of their own classes, constrained us in organiz-

ing to classify, to some extent, against our judgment. The most unpleasant and annoying work ever performed during my whole life was that of the month commencing with the 15th of February and ending on the 15th of March of this year. For the sake of the future welfare of the Normal College I was forced to reconcile clashing interests, to satisfy parents, to please pupils, to gratify teachers, and at the same time to compel a general conformity to the plan of study and classification previously adopted. We were like a ship bound for a given port; winds and tides were frequently adverse; we were compelled to tack and take in sail, but never to run before the wind under bare poles, nor to put back to the harbor whence we started. The difficulty of classification is disappearing every day, and after February next we trust that the organization will be nearly perfect.

Professor Redfield in his report to the President evinces a thorough appreciation of the importance of natural science not only to the teacher but to the lady of society. When the necessary time shall have elapsed it will be found that this kind of culture will impart to the teachers a vividness of expression, a power of illustration, a fertility of resources, that will infuse such life and energy into the schools as were never dreamed of even by their most ardent friends and supporters. The apparatus for this department is yet imperfect. We have received, however, a considerable collection of minerals, a human skeleton, and a few stuffed birds. The Committee has authorized the preparation of suitable drawings for the more thorough illustration of physiology; and the chairman, Isaac Bell, Esq., has obtained from the Board of Park Commissioners permission to collect such flora in the Central Park as may be required to aid in the instruction in Botany. Mr. William Wood, of the Committee, with the view of creating and fostering a taste for the study of history, obtained

permission for the classes, in turn, to visit the rooms of the Historical Society, in order to see for themselves such relics of antiquity as would assist the imagination in the study of books. All the classes gladly availed themselves of the opportunity thus furnished of studying history objectively. On behalf of the students of the Normal College, I beg leave to thank most sincerely George H. Moore, LL.D., for the kindness and courtesy he extended to the young ladies during their visits to the rooms of the Historical Society, of which he is the able and worthy Librarian. Probably the department of Natural Science is the most important in the College, because it includes the laws of health and of nature. The analogy between the birth and growth of plants and flowers and that of human beings is so complete that philosophers and poets in every age have made the most liberal use of it for the purposes of illustration and instruction. But it may be better to hear what Professor Redfield says upon this and kindred subjects. He observes:

"The condition of the *Department of Natural Science* is, in the main, satisfactory. It suffers, of course, from the fact that it is yet immature. The most advanced students, equally with the youngest, are beginners in the various subjects taught in the department. And it is not to be expected that the maximum of success can be realized until the highest classes shall be composed of students who shall have entered at the very beginning of the course, and so have followed a complete curriculum.

"The course of study, too, is not yet absolutely fixed. Cabinets and collections and illustrative material are a work of time; and the limited accommodations of the building alone would preclude the use of the most perfect appliances, even if they were at our disposal. But, notwithstanding these drawbacks, the advancement of the classes is rapid and gratifying. The novelty of the subjects, their obvious value, the new methods of instruction, and the infinite variety of application, both professionally and generally, have awakened the most intense interest on the part of the students. It is only of late that nature has been systematically studied in our schools at all. Children have been taught to believe that the perfection of scholarship consisted in seclusion from light and air, and an intimate communion with books; that exercise and gayety and the gratification of the love of the beautiful in nature and art were just so many extravagant and unpardonable infringements upon the discipline of school life and a *positive hindrance to* advancement.

"Many even of collegiate students have grown up with the conviction that a thorough knowledge of Latin and Greek, with a fair acquaintance with the pure mathematics, constituted the essential elements of intellectual salvation.

"We have undertaken to change all this. The modern school of teaching proposes to show that the philosophy of Bacon has superseded that of Aristotle. We believe that the eye was made to see and the ear to hear, and that the judicious cultivation of the senses is the true cultivation of the mind. And in no department of instruction could so fair a field be found for the trial of the new experiment as in that of Natural Science.

"Accordingly, in determining upon the plan of instruction, I resolved at the outset that, so far as possible, I would dispense with text-books and endeavor to make Nature her own interpreter. This plan, of course, involved the most unremitting labor on the part of my associates as well as myself. The different subjects of GEOLOGY, MINERALOGY, PHYSIOLOGY, NATURAL HISTORY, and BOTANY have been taught exclusively by lecture and experiment. The objects have not been *read about*. They have been handled, examined, analyzed, dissected, and pulled to pieces by the pupils themselves. No recitations from books have been demanded. The teacher has not followed the pupil with a catechism in his hand. He has walked before and pointed out the way.

"And here I must do my associates the simple justice to say that the toilsome method which I have recommended has been cheerfully adopted by them. Both Miss Holman and Miss Hamlin have fully seconded me in my efforts to render our students independent votaries of truth. Equally with myself they have discarded text-books as guides, and have made them subsidiary to their own instructions, either as a means of illustration or as a compendium of memoranda. In all cases the course of instruction has been given by lecture, interspersed by frequent examinations and essays, on the part of the pupils, to repeat old descriptions or to make new ones.

"The result of the plan has exceeded my highest hopes. The classes have acquired a power of attention and concentration which would become the gravity of far maturer years. And yet this is no matter for surprise. The natural effect of the mere process of taking notes of a lecture is more important than might at first sight be supposed. The listener must not only hear and understand: she must critically weigh the statements of the speaker. She must sift the essential from the accidental. Her mind, during the whole exercise, must be sitting in calm, stern judgment upon the question at issue. And her pencil must record her deliberate verdict."

Professor Schlegel, a most ardent and conscientious instructor in language, reports as follows:

"In reviewing the work accomplished in my department, the instruction of the French and German languages, I am happy to say that it has been as satisfactory as could be expected.

"When we began the instruction of modern languages there were great difficulties to be overcome. The knowledge of French or German not having influenced the grading of the young ladies, it was found that the pupils of the same class differed very much in their knowledge of these languages, some having learned them before, others having received no such instruction at all, and being thus entire beginners. In the lower classes this difference was not so great, and a reviewing of the first elements was quite desirable to the more advanced pupils also; but in the higher classes I found it necessary to make two divisions, and to occupy the one by writing while I taught the other orally, and *vice versa*.

"The first weeks of instruction were entirely devoted to pronunciation. With living languages the pronunciation is of the greatest importance. A person may study Latin and have acquired a solid knowledge of it, so far as to be able to read the most difficult author, and yet the pronunciation of Latin is so little important that it is a well-known fact how widely it differs among the different nations, so that the pronunciation of Latin in the mouth of an Englishman is utterly unintelligible to the ear of a German or an Italian. It is not so with living languages. Of what use to a pupil would be the completest theoretical knowledge of the French language if he could not make himself understood to a Frenchman for the want of a correct pronunciation, which can only be acquired by the ear, never by the eye? As plain as this will appear, yet I experience daily how unintelligibly foreign languages are pronounced by comparatively advanced scholars. Now, without wishing to overestimate my own work and the able assistance of the tutors of my department, I can say that the pronunciation of the great majority of our pupils in French and German will stand the severest criticism.

"The elements of grammar, especially the rich forms of inflection, have been explained orally, and practised by oral and written translations from the foreign language to the mother tongue, and *vice versa*, for which purpose we have used the little books of 'Ahn's French Method,' and 'Grauert's German Manual.'

"The higher classes especially have succeeded so well in the grammatical exercises that they could learn from time to time easy poems, and read some pieces of the first volume of Mager-Schlegel's Readers. Though no class is yet so far advanced that the foreign language could be used exclusively for the instruction itself, and for all the conversation, yet we have begun gradually to accustom our pupils to the free use of the foreign tongue.

"I have still to mention one circumstance which, if it did not prevent success, created at least some difficulties: it is the arrangement that the young ladies have to choose between the study of German and that of French. I see from your last report, Mr. President, that you have already pointed out this circumstance to the honorable Committee on the Normal College, and I heartily wish that your proposition to instruct the pupils in both languages might be accepted. You have found yourself *that the unequal* proportion between the

two languages, in the different classes (in some three fifths against two fifths, in others three fourths against one fourth, and even four fifths against one fifth), made a regular plan of lessons almost impossible, and interfered with the study of other branches. Moreover, I think the study of both languages is desirable for the pupils themselves. The very nature of the English language, as a mixed language, whose origin is Germanic, but which contains over one third of Romanic words through the medium of the French, which besides influenced its grammatical construction, obliges a teacher of the English language to study both German and French, and the experience of all professors and tutors of the Normal College will certainly coincide with my own, in saying that even the instruction of Latin, French, and German, which we have had hitherto in this College, exercised a most favorable influence on the understanding of the mother-tongue of our pupils. It has been objected by many that the simultaneous study of so many languages will confuse the student, and prevent the thorough knowledge of one particular language, and I would myself make this objection in reference to children of Primary Schools; but the students of the Normal College, having gone through all the branches of a regular instruction in a Grammar School, will find no difficulty in acquiring a thorough knowledge of several languages. In all the higher schools of Germany, Latin and Greek—or at least Latin—are taught, together with German, French, and English, independently of private instruction in other languages, with great success, and without overburdening the memory or the mental faculty of the students.

"I have not the least doubt that after a few years, when our pupils will graduate after an instruction of three years in the Normal College, we will furnish for the schools of this city a great number of able and zealous teachers of both the German and French languages."

The Lady Superintendent, Miss Wadleigh, has had special charge of the manners and morals of the young ladies, and has been the chief executive officer, under the President, in enforcing the necessary discipline of the College. Her long experience as the head of a great and flourishing school fully qualified her for this position, and the manner in which she has performed her duties testifies to the wisdom evinced by the Committee in selecting her to fill this important post. In her report she states:

"As regards the order and discipline of the College generally, it is gratifying to be able to speak favorably.

"The College, organized scarcely ten months since, and composed of students coming from schools so very unlike in regard to discipline and methods of mental culture, could not at once be moulded into an harmonious whole. To

reduce such a diversity to a tolerable degree of assimilation you will know has been no small labor; and, considering all the impediments which have been so constantly in the way, I think the results thus far have been exceedingly encouraging.

"Many of the pupils had been unaccustomed heretofore to any thing like independent thought—had looked to their teachers to think for them and direct them in every thing pertaining to school-life. While some had been used to habits of order and discipline, others apparently had been under very little restraint. With all these diversities of habits and methods of training, it was the more difficult at first to secure desirable order and a healthful medium between a rigid and a loose discipline.

"Every thing bearing any relation to espionage has been carefully avoided, while at the same time it has been a constant endeavor to keep a kind watchfulness over all, and as far as possible a personal interest in all; to endeavor to convince the students that our efforts are not the result of selfish purpose, but that we are actuated by motives similar to those which influence their parents.

"To instil the idea of self-control, so needful to the well-being of the individual as well as an important constituent of a good character, has been, I think, the constant effort of all; and especially of the tutors who bear a more intimate relation to the students, and who have at all times so readily aided in securing and promoting the general order of the College.

"As to the regularity in the attendance, you will know during the first few months of the College it was extremely difficult to enforce the rules relating to absence and other delinquencies. Now these regulations are faithfully regarded.

"In order to see at a glance the regularity or remissness of the students, each professor or tutor reports daily a list of the absent and late of each class assigned to his or her roll-calling. A register, with the names of the students in each class, is kept, wherein the daily record of attendance can be seen at a glance, showing, also, whether the absence, lateness, or other delinquency has been properly accounted for. All irregular dismissals during the day on account of illness or other causes are also recorded, with the date and cause of dismissal, and a note from the parent vouching for the necessity of such a dismissal is required on the return of the student to the College, so that now, any being disposed to absent themselves without sufficient cause, it could not be easily done, except by the sanction of the parents.

"In conclusion, I would say that it affords me great satisfaction to state that there has been a constant improvement in the College since its organization, both in regard to regularity and discipline as well as in the moral tone pervading the classes generally."

Miss Martha L. Doake, Principal of the Model Primary School, reports as follows:

"The Model Primary School was opened September 12, 1870, at No. 17 St. Mark's place. The opening, in some respects, was not under as favorable auspices as could have been desired. The Committee had considerable difficulty in securing a suitable building within a reasonable distance from the Normal College; and when, after much delay and trouble, they finally succeeded, there scarcely remained sufficient time to prepare the premises and give publicity to the fact of the opening of such a school, it being deemed expedient on many accounts to commence immediately after the summer vacation. Thirty-nine pupils were registered the first day. One hundred and twelve names have since been added. The average for the past three months has been as follows: September, 65; October, 104; November, 131—showing a steady and gratifying increase. I feel pleasure in stating that I have a fine class of pupils, regular in their attendance, although many live at a considerable distance from the school. Nearly all of them have educated parents who can understand and appreciate the efforts that are made to benefit their children. Many of the parents have visited the school and expressed much satisfaction.

"The corps of teachers at the beginning of the term consisted of a principal and four critic teachers, selected from the graduates of the Normal College. During November another graduate was appointed a critic teacher.

"It is with feelings of the utmost gratification that I bear witness to the zeal, alacrity, and industry displayed by the critic teachers in carrying out my suggestions and in employing all the means in their power to benefit their pupils. The object of this school being to give the pupil-teachers of the Normal College an opportunity to practise teaching and disciplining classes, for the past month we have had fifteen of such teachers present each week. I would testify to their punctuality, good deportment, their readiness to submit to my rules and regulations, and to their exerting themselves to do their best while giving lessons.

"I would express to the Committee many thanks for the uniform kindness, consideration, and encouragement they have afforded me in this new undertaking, also to the Board for their liberality in the matter of supplies.

"I think I may safely say we have every reason to feel encouraged in this experiment, and that we may hope and believe that the ends for which this school was established will be accomplished."

As I have stated on previous occasions, I am extremely gratified at the order, discipline, conduct, punctuality, and attendance of the students. Since the 12th of September last, the average of absence has been below three per cent.; and for many days in succession five, six, seven, eight, or nine classes had their entire register numbers in attendance. The students and their

parents manifest a deeper interest in the College than they did in the beginning, and are highly pleased with the system and plan of study. Societies for mutual improvement are being formed; and the young ladies evince a genius for self-government and a familiarity with parliamentary usage which were hardly to be expected under the circumstances. *A home feeling is fast growing up among our students*, which it has been one of my principal aims to establish. I desired to inspire them with confidence in the College.

Although the results this year are better than we had any reason to anticipate, yet they are far from satisfying my ideal of what a Normal College should be. Each succeeding year the institution will increase in strength and usefulness; and the time will shortly arrive when a diploma of the Normal College will rank as high as that of law or medicine, and will constitute the only passport to the teacher's chair.

The students of the Normal College owe a deep debt of gratitude to Mrs. Anna Ottendorfer for her munificent gift of $1,000 to found a medal for the best student in the study of the German language and literature; to James Kelly, Esq., for his medal for the best student in the methods of teaching; and to Mr. Barron for his gift of $50 in gold for the pupil who makes the most rapid progress in elocution.

I have received unwavering support from all the professors and tutors. The Committee on the Normal College and your Board have never hesitated to supply the College with all things needful for the thorough prosecution of the several departments of study.

All of which is respectfully submitted.

THOMAS HUNTER,
President Normal College.

SPECIFICATION

OF THE

MATERIALS AND WORK

FOR THE

Normal College Buildings,

TO BE ERECTED ON THE SITE, BOUNDED BY

FOURTH AVENUE,

LEXINGTON AVENUE,

SIXTY-EIGHTH STREET,

AND SIXTY-NINTH STREET.

NEW YORK:
THE NEW YORK PRINTING COMPANY,
81, 83, AND 85 CENTRE STREET.

1871.

SEALED PROPOSALS

Will be received by the Committee on Normal College, etc., at the office of the Clerk of the Department of Public Instruction, corner of Grand and Elm streets, until Friday, the 9th day of June, 1871, and until 3 o'clock P.M. on said day, for the materials and work for the buildings of the Normal College to be erected on Fourth avenue, between Sixty-eighth and Sixty-ninth streets.

Plans and specifications may be seen at the office of the Superintendent of Buildings and Repairs, No. 146 Grand street, third floor.

Proposals will be received for each branch of the work separately, and to be indorsed "Proposal for Mason-work," "Proposal for Granite," "Proposal for Dorchester stone," "Proposal for Carpenter's work."

The names of two responsible sureties to accompany each proposal; proposals will not be considered, unless sureties are named, and are entirely satisfactory to the Committee.

The Committee also reserves the right to reject any or all of the proposals offered.

ISAAC BELL,
WILLIAM E. DURYEA,
MAGNUS GROSS,
NATHANIEL JARVIS, Jr.,
WILLIAM WOOD,
} *Committee on Normal College, etc.*

Dated NEW YORK, May 17, 1871.

SPECIFICATION

Of the materials and work for the buildings of the Normal College to be erected on the block bounded by Fourth and Lexington avenues and Sixty-eighth and Sixty-ninth streets.

Dimensions.—Site: On Fourth and Lexington avenues, each 200$\frac{9}{12}$ feet; on Sixty-eighth and Sixty-ninth streets, each 405 feet.

The building fronting on Fourth avenue, and containing the Commissioners' and President's rooms, Library, Gymnasium, Lecture rooms, and Assembly hall, is 125 feet 8 inches front by 78 feet 8 inches deep; projection on front for main stairways 12 by 53 feet; for tower 11 by 25 feet; these dimensions do not include projections of buttresses, etc.

Height of Stories.—Cellar, 9 feet.
First story, 12$\frac{1}{2}$ feet.
Second story, 14 feet.
Third story, 33 feet average.

The building containing class-rooms, retiring-rooms for Professors and Tutors, etc., is 80 feet 8 inches wide by 177$\frac{1}{2}$ feet long; projection on rear for Astronomical Observatory and fireproof stairway, 12$\frac{1}{2}$ by 19 feet; projections of buttresses, etc., not included.

Height of Stories.—Cellar, 9 feet.
First story, 10$\frac{1}{2}$ feet.
Second, third, and fourth stories, each 14$\frac{1}{2}$ feet.

All in clear when finished.

Breast-works, towers, turrets, etc., as shown and marked on drawings.

For other dimensions, see drawings and surveyor's map.

PART I.

MASON'S WORK AND MATERIALS.

GENERALLY.

The contractor shall be liable and responsible for any and all damages which may arise or occur to any party whatsoever by reason of blocking up the streets, or excavating for walls, etc.; or by neglect or delay in conducting the work or supplying materials, while erecting the buildings.

Do all repairing of work that may be damaged by carpenters and others. Remove all surplus materials and all rubbish, and leave the premises broom-clean.

The stone-cutters to be allowed the use of masons' scaffolds and scaffolding, as may be necessary for their work, without extra charge.

Materials for the various parts of the buildings to be furnished and the work to be done at such times as may be directed by the Committee or the Superintendent.

All work and materials not mentioned in this specification, which may be necessary to complete the buildings according to the plans, shall be furnished by the contractor, the same as if they were herein specified, without extra charge.

All walls, flues, etc., to be built so as to conform to the requirements of the "Law relating to buildings."

All alterations which may be required by the Committee and approved by the Superintendent in the arrangement of the buildings, yards, etc., shall be made by the contractor if required so to do; *provided, that all alterations in, or additions to the quantity, quality, or arrangement of any materials or work, involving additional—or extra—expense, shall be first submitted to and approved by the Board of Public Instruction.*

All materials, throughout, to be of the best quality, and the work to be done in a substantial and workmanlike manner; all to be furnished and done under the direction, supervision, and inspection of the Committee, the Superintendent of Buildings and Repairs, and such other persons as they may appoint, who shall have power at any and all times to enter upon every part of the premises and works; and shall also have power to reject all work and materials that do not conform to the letter and spirit of this specification and the drawings.

The estimated cost of all work and materials required by this specification and the drawings, but not furnished, on account of alterations ordered by the Committee and Superintendent, is to be deducted from the amount of the contract.

The work to be commenced by the 10th day of June, 1871, and be completed by the 1st of March, 1873.

Excavation.—Do all excavating, including the removal of all "bowlders," etc., necessary for the formation of the cellar, light-holes, coal-slides, areas, cesspools, etc., and for the reception and completion of all the walls.

Do all grading of yards and cellars, all carting away of all dirt, and surplus and useless materials of every kind.

Should any "fast rock" excavation be necessary, $3 per cubic yard is to be paid therefor, "bowlders" not to be considered as "fast rock."

For depth of trenches and cellars, grades of yards, etc., see drawings.

Base Courses.—A double course of stones 4 feet long by 3 feet wide and 12 inches thick, to be laid crosswise under the foundations of both towers, and to be overlaid with a course of stones 5 feet long, and from 2½ to 3 feet wide, and from 10 to 12 inches thick, laid crosswise; the course of 5-feet stones to be continued underneath the walls of the buildings, partition-walls, piers and openings included; all to be laid close on a solid bed, well rammed down, and properly levelled on the top; the bottom of the 5-feet course to be 18 inches below the line of cellar floors.

A bottom course of stones, not less than 2½ feet long, laid crosswise, under all area, light-hole, coal-slide, and other walls not otherwise provided for, to be laid 4 feet below the surface of the areas, etc.

Bases for 12 columns in front building, each to be laid on a bed of concrete 6 by 6 feet long, 2 feet thick; the bases for all columns to consist of three courses for each, one of 5 by 5 feet, one of 3 by 3 feet, each from 9 to 10 inches thick, and one course of cut granite 18 by 18 inches and 12 inches thick.

All stones for base courses and for stone walls to be of best quality blue quarry stone.

Stone Walls.—The cellar walls to be of stone, commenced on the base course, and built up to within 2½ inches of first tier of beams; all the stone walls to be built to a line, and pointed

on both sides ; the upper course of stones of all stone walls to be *thorough stones*, not less than 4 inches thick.

Areas and terrace walls to be faced with blue stone flagging, set on edge and well anchored ; for lengths, etc., see plans.

Walls 18 inches thick for stoops and steps.

Exposed surfaces of outside of cellar walls of buildings—in areas, etc.—to be laid with vertical and horizontal joints, the stones to be neatly faced and pointed.

Mortar.—The mortar used for stone work, and for brick work—except where otherwise named—to be made of Kingston or shell lime, and sharp grit sand ; a quantity of cement to be mixed with the mortar when ready for use, so that it shall contain equal quantities of cement and lime. All joints and spaces between the stones and bricks to be well filled with mortar, so that the walls, when built, shall be a perfectly solid mass.

Furnish all necessary mortar, slate, and cement for setting granite and Dorchester stone.

Brick Work.—The entire outsides of the walls of the buildings, including buttresses, towers, etc., as shown on "elevations," to be faced with best quality Philadelphia pressed front bricks of uniform color, and to be laid in black putty mortar, the coloring matter to be of pulverized coal and bone-black, *no lamp-black to be used*, and all to be nicely cleaned down and oiled. All front bricks to be approved by the Committee and Superintendent before they are brought on the premises; all other brick walls to be built with the best well-burnt hard North river bricks ; all bricks to be well wet when used. All brick walls commenced and built up as shown on sectional drawings, and by figures on plans.

The arches over all outside openings, the corners of the octagonal buttresses, and such other portions as may be required, are to be formed with bricks, moulded, or cut and faced to the precise form required to suit the several angles and arches.

Arches over all other openings as required.

Great care to be taken in building the flues and hollows in walls plumb, even in size, and joints struck smooth on the inside, as the law directs.

Flues and pipes for heating and ventilation, to be built in as required; recesses for book-cases, closets, etc., made as directed.

The cellars and coal passage to be paved with bricks set on edge on a bed of sand 4 inches thick; pavements to be well rammed, left level on top, and grouted with cement.

The coal passage to be arched with brick and made water-tight with asphalt, etc.

Spaces between sleepers in kitchen, store-room, and hall, to be filled with concrete, made of chips of stone and brick and cement.

Lengths, heights, and thicknesses of walls to be obtained from plans and sections.

Openings to be left at the bottoms of all "hollows" and "flues," and all to be cleared out not less than twice in each week while building the walls.

Cesspools and man-holes, built as required.

Plastering, etc.—No plastering to be done until the carpenter has inclosed all outside windows, if considered necessary by the Superintendent. All the ceilings, side walls, and timber partitions are to be lathed with ¼ by 1½-inch lath, five nails to

each, *breaks* not to exceed 20 inches in width. All the side walls, ceilings, and partitions throughout the building to be plastered, except side walls of cellars, two coats on lathing, and one coat on brick work, of the best lime, sand, and hair mortar, and all to be hard-finished, each "coat" of plastering to be thoroughly dried before the next "coat" is put on. The main stairways, rooms in first story of main building, all class-rooms, retiring-rooms, and all halls, to have stucco cornices of about 20 inches girt; a portion continued down the stair-strings. The lecture and library rooms in second story to have cornices, say 30 inches girt. All corners to be finished with rule joint mouldings. The walls of cellars and light-holes to be whitewashed with two coats of the best lime. Registers, to be set as directed. Neat centre-pieces, of two feet in diameter, to gas outlets in all the ceilings. Ornamental trusses and arches, front and rear, in main halls in each story.

Moulded and ornamental work, on side walls and ceilings of assembly hall, in third story, as shown on drawings.

Deafening.—All the floors in the buildings, including stairway platforms and gallery floor, to be deafened with lime, sand, and hair mortar, one inch thick; all deafening that may be damaged while plastering to be properly repaired before the floors are laid.

Iron Work.—Two cast-iron beams 17 feet long, equal to 1½ by 20 inches, in section; four do., 12 feet long.

Wall, strap, and hook anchors furnished in sufficient quantity to render the buildings, and including copings and wall facings, perfectly secure in every part.

Dimensions and number of anchors to be fully equal to the

requirements of the "Law relative to the inspection of buildings."

Twelve cesspool strainers, see pattern.

One of Murtagh's elevators, to operate from cellar to yard, to be furnished and put up complete.

One illuminated vault cover, 2 feet in diameter, chained and bolted, complete.

Six vault lights, 18 by 18 inches, with wrought-iron frames, each in four lights, glass 1 inch thick, placed as may be required.

170 raised top white japanned registers, 8 by 12 inches. See pattern.

No estimate required for iron railing.

Blue Stone.—Sills to cellar windows, 5 by 12, fine-axed, true and fair.

Fourteen girder stones, 4 by 16 by 20 inches.

Sixty girder stones, 4 by 12 by 20 inches, all to be of uniform thickness, and to have square edges.

Sixty girder stones, 4 by 12 by 20 inches, uniform thickness and one square edge.

The areas to be flagged with heavy flagging, in one course.

The areas and terrace walls to be faced with smooth flagging, not less than 2 inches thick, and to extend not less than 4 inches below the line of walks and areas.

Coping for areas 4 by 14 inches, square edges, all axed.

One hearth for kitchen, 3 inches thick, polished.

One platform, say 4 by 4 feet by 6 inches thick, upper surface polished, edges fine-axed, square.

Four stones, say 4 feet square, for vault covers.

Ten pier stones 3 by 4 feet by 4 inches thick.

All cutting out for covers, strainers, etc., to be done as required.

Twelve cesspool stones, 30 by 30 inches by 5 inches thick, cut to form inclined surfaces, as directed.

Polished blue stone steps, risers, and platforms in cellar, and from 4th-story landing to observatory, in rear tower.

Solid blue stone steps, fine axed, at entrances on Fourth avenue, and at side entrances on the streets.

No estimate required for sidewalks.

Marble Mantel, etc.—One marble mantel with grate, etc., to cost $65.

Drains, etc.—Put down two 8-inch pipes from sewer in Fourth avenue to cellar, as shown on plan; put 6-inch, 5-inch, and 4-inch branches as may be directed, from leaders, cesspools, hydrants, basins, water-closets, etc., with all elbows, traps, half-rounds, etc. All the above to be of cast iron, laid to the proper grade, with leaded joints.

Twelve 5-inch cast-iron pipes, each 15 feet long, with shoe at bottom, connected to drain-pipes, the upper ends to be placed so as to receive the leaders from roofs, etc.

The Contractor to pay for all connections with street sewer.

Plumbing.—Make two connections at the Croton main in the street, and from each continue 1-inch extra strong tinned lead pipe to cellar, where shown on plan.

Where shown on plan, on first, second, third, and fourth stories, fit up thirty 14-inch planished copper wash-basins, set in countersunk marble slabs 1½ inch thick. Supply each with ½-inch tinned pipe, and upright silver-plated basin cock, and silver-plated plug and strainer; 1¼-inch waste-pipe, properly trapped, and connected to drain-pipe. The floor under each basin, and 3 inches in height on the sides, to be covered with "4-lb. sheet lead," and connected with waste-pipes, as may be directed.

In kitchen a sink 18 by 36 inches, furnished and fitted up with supply and waste-pipes, hose-cock, etc., complete for janitor's use.

Make two additional connections at the Croton main in the street, and continue 1-inch extra strong lead pipe from each to cellar where shown on plan.

Furnish and put down, at such places as may be directed, four best-constructed street washers, with 1-inch stop-cocks, and boxes, rods, keys, etc., complete.

Connect ½-inch pipes to the 1-inch pipes, to supply all the water-closets, boilers, and cisterns throughout the buildings.

Forty-eight "pan water-closets" to be furnished and connected with drains as may be directed, and supplied with cisterns, Croton water supply pipes, cast-iron soil pipes, etc., complete in every respect.

The Contractor to pay for all connections with street mains.

Each and every waste-pipe and overflow-pipe to be properly trapped, and furnished with trap-screws; all overflows to be amply sufficient for the supplies.

The sizes for all pipes and cocks named is understood to be the internal diameter; and all pipes under Croton pressure are to be AA (or extra strong) pipe. All the work to be put up with proper tacks, screws, and holdfasts, as required; put stop and waste cocks to all branch pipes to empty each separately.

All excavation and filling to be done before any flagging or paving is commenced.

One kitchen range, with water-back, to cost $75 furnished and set complete.

One forty-gallon copper boiler connected with the "water-back" of range, the sink in the kitchen, and the basin in President's room in second story, and in Janitor's room in first story.

The work is to be done in the best manner, and warranted for six months from the time the work is completed.

Gas.—Put in pipes to light every part of the buildings. For number of outlets, see plans. Also, put in a service pipe and set the meter. The work to be done in the best manner and proved, subject to the inspection and approval of the Gas Company.

The pipes are to be of the following sizes:

Service pipe	3 inches internal diameter.		
Rising main from			
1st to 3d story,	3	do	do
3d to garret,	2	do	do

Put a separate "stop-cock" for each building, and for each story of each building.

"Running" and "cross-lines" of pipes to be in accordance with the "rules and regulations" of the Gas Company, except *that no pipes of less than ⅜ inch internal diameter are to be used in the building.*

PART II.

GRANITE.

The water-tables, string courses, belts, sills, platforms, and lintels of first story to be of the best quality Millstone Point, or other approved granite.

The water-table at the line of first-story floor to have the centre portion fine pointed, the borders and wash and all other work to be fine-axed.

Twelve blocks 8 by 12 by 24 inches, for iron beams to rest upon.

Terrace wall coping around the entire plot, 10 by 14 inches, in lengths of not less than 6 feet, axed to fair surfaces.

All to be furnished at the building, and set as may be required by the Superintendent; the mason is to furnish all the necessary mortar, slate, and cement.

For dimensions of the various portions, see full-size drawings; for lengths, see plans and elevations.

All to be nicely trimmed, cleaned down, and pointed, leaving all perfect on the completion of the work.

All alterations which may be required by the Committee and approved by the Superintendent, shall be made by the contractor if required so to do; *provided, that all alterations in or additions to the quantity, quality, or arrangement of any materials*

or work, involving additional—or extra—expense, shall be first submitted to and approved by the Department of Public Instruction.

The estimated cost of all work and materials required by this specification and the drawings, but not furnished, on account of alterations ordered by the Committee and Superintendent, is to be deducted from the amount of the contract.

PART III.

DORCHESTER STONE.

All the outside trimmings of windows, buttresses above first story, cornices, balustrades on buttresses, pinnacles, corbels, front doorway, front stoop, sills, sill-courses, string-courses, kitchen mantel, etc., to be of clear bright-colored Dorchester stone, and all to be polished.

For dimensions and forms, see three-inch scale and full-size drawings; for lengths, see plans and elevations.

All to be prepared for anchoring in the best manner, anchors to be furnished of proper dimensions, and in sufficient quantity for every part of the work by the contractor for the cut-stone work; the stone to be delivered at the building, and set when required by the Superintendent; the mason is to furnish all necessary slate, cement, and mortar; the stonecutter to furnish all "oil-putty" for all exposed joints, colored to correspond with the stone.

Cutting out for leaders, etc., to be done as directed.

All the work to be nicely trimmed, cleaned down, and pointed, leaving all perfect on the completion of the work.

Stone steps and platforms for Observatory tower, number and dimensions of steps, etc., as shown on drawings.

All alterations which may be required by the Committee and approved by the Superintendent, shall be made by the con-

tractor if required so to do; *provided, that all alterations in, or additions to the quantity, quality, or arrangement of any materials or work, involving additional—or extra—expense, shall be first submitted to and approved by the Department of Public Instruction.*

The estimated cost of all work and materials required by this specification and the drawings, but not furnished, on account of alterations, ordered by the Committee and Superintendent, is to be deducted from the amount of the contract.

PART IV.

CARPENTER'S WORK AND MATERIALS.

For dimensions, etc., see page 3.

GENERALLY.

The contractor shall be reliable and responsible for any and all damages which may arise or occur to any party whatsoever by reason of blocking up the streets, or by any delay or neglect in furnishing the proper work or materials, according to this specification.

Remove all surplus materials and all rubbish, and leave the premises broom-clean.

All doors, locks, blinds, and sashes to be examined, and made to work easy on the completion of the buildings.

Do all repairing of "work" that may be damaged during the erection of the buildings, leaving every thing in perfect order.

Materials for the various parts of the buildings to be furnished, and the work to be done at such times as may be directed by the Committee or the Superintendent.

All work and materials not mentioned in this Specification, which may be necessary to complete the buildings in conformity with the requirements of the "Law relating to Buildings," and according to the plans, shall be furnished by the contractor the same as if they were herein specified, without extra charge.

All alterations which may be required by the Committee and approved by the Superintendent in the arrangement of the buildings, yards, etc., shall be made by the contractor if required so to do; *provided, that all alterations in or additions to the quantity, quality, or arrangement of any materials or work, involving additional—or extra—expense, shall be first submitted to and approved by the Department of Public Instruction.*

All materials, throughout, to be of the best quality, and the work to be done in a substantial and workmanlike manner; all to be furnished and done under the direction, supervision, and inspection of the Committee and the Superintendent of Buildings and Repairs, and such other persons as they may appoint, who shall have power at any and all times to enter upon every part of the premises and works, and shall also have power to reject all work and materials that do not conform to the letter and spirit of this specification and the drawings.

The estimated cost of all work and materials required by this specification and the drawings, but not furnished, on account of alterations, ordered by the Committee and Superintendent, is to be deducted from the amount of the contract.

The work to be commenced by the 10th of June, 1871, and to be completed by March 1, 1873.

Timber.—The beams of 1st, 2d, 3d, and 4th stories, of class-room building and halls, and for gallery and part of roof, to be 12 inches wide; all floor beams 16 inches from centres; roof beams 20 inches; all to be framed as required, so that no timber shall be placed on the walls within 8 inches of any heating pipe or smoke flue; headers over all outside openings of cellar and first story, and wherever floors cross windows. All trimmer beams, having a mortise more than 8 inches from either end, or

carrying a header with more than two mortises, and all headers, to be 5 inches thick. All other beams to be 3 inches thick.

All floor beams for front building, except halls, to be 14 inches wide; framing, spaces, etc., as named for other building.

Thirty-two Georgia pine girders, 10 by 12 inches, about 29 feet long, and 8 do., about 45 feet long for class-room building; 13 Georgia pine girders, 10 by 14 inches, about 55 feet long, for front building, all framed and notched as directed, to receive the ends of floor beams. Two rows of cross bridging to each section of floor beams, and one row for roof beams, bridging stuff 1¼ by 3 inches. Bridging of each tier to be done as soon as the beams are levelled; lintels not less than 4 inches thick to all openings and recesses in walls, widths to suit thickness of walls.

Eleven framed trusses for roof of front building, seventeen do. for class-room building, and two do. for 2d story, north side of front building; length and framing as shown on drawing; tie-beams, etc., 6 by 12 inches; braces 6 by 6 inches; beams 3 by 8 inches; valley and hip rafters 4 by 12 inches.

Posts 6 by 8 inches, and girders 6 by 10 inches, to support beams, etc., of Mansard roof; curved rafters of three thicknesses of 1¼ inch stuff, all spiked together and braced in the very best manner to render all perfectly secure.

All necessary bracketing, lining of gutters and valleys, and all "filling out" that may be required for securing the iron balustrade, dormers, etc., to be furnished and put up complete.

Gallery fronts, and supports over columns for main roof of front building, to be trussed and framed similar to those first named, timbers say 5 by 10 inches. See sections.

Lecture-room platforms, timbers 3 by 6 inches, placed 2 feet from centres.

Timber for stair platforms, gallery in assembly hall, water-closets, roof valleys, towers, etc., as may be required.

The trusses for class-room building roof to be formed as shown on section, and placed 12 feet from centres, timbers 4 by 12 inches, the inclined timbers to be each in one piece; valley and hip rafters same sized timber, lengths, etc., as may be required; braces 1¼ by 9 inches, strongly spiked to both sides of timbers.

Roof beams 3 by 8 inches, placed as before named. The 3 and 4 by 6, 8, and 12-inch timbers may be of spruce, all others to be of white pine.

All other timbers which may be necessary to make all secure to be furnished without extra charge.

Locust sleepers in janitor's apartments in cellar, 5 inches diameter, laid 2 feet apart.

Roofs, Floors, etc.—All roofs, including roofs of towers, to be prepared for tinning and slating, with sound mill-worked white pine plank, laid in courses, and well nailed through each edge to each beam, valleys and gutters to be formed inside of balustrades, so as to conduct the rain water to such places as may be desirable to have the copper leaders.

A floor of rough sound spruce plank to be laid in the garret, over hall, etc., equal to 15 by 250 feet.

Curbs for nine ventilators to be built on the roofs, as may be directed.

Four scuttles in roofs, each 2½ by 3½ feet in the clear, hung and secured with chain, hook, and staples, as required, strong ladders to scuttles, all to be located as directed.

All platforms and all floors, unless otherwise named, to be laid with narrow 1¼-inch Georgia pine mill-worked plank, free from knots, sap, shakes, splits, and all other imperfections, in courses not over 3 inches wide, and blind-nailed to each beam.

The flooring to be purchased and stored under cover, not less than six months before required at the building, to be approved by the Committee and Superintendent, and a payment to be made to the contractor equal to 75 per cent. of the cost of the flooring.

Platforms in lecture-rooms, etc., equal to 1,800 square feet in all.

All floors, including floors of gallery, to be laid after the plastering is completed, and to be scrubbed and smoothed off as soon as the other wood work has received the first coat of paint.

Deafening.—All the tiers of beams, including stair platforms and gallery, to be prepared for deafening with 1 by 2-inch strips, nailed to the sides of the beams, and covered with 1-inch pine boards, in the best manner; all deafening that may be damaged, to be properly repaired before the floors are laid.

Partitions, Furring, etc.—All partitions, not otherwise named, to be 2 by 8-inch joist, set twelve inches from centres, door and angle posts doubled, and to have one row of bridging.

Upper story ceilings, except hall in class-room building, to have 3 by 5-inch timbers, placed two feet from centres, firmly secured to the roof, and tie-beams with 3 by 1¼-inch strips placed not over four feet apart.

All outside and connecting walls of all the stories to be furred for lathing with 1 by 2-inch strips, placed twelve inches from centres.

All ceilings to be cross-furred with hemlock strips 1 by 2 inches, placed twelve inches from centres; no two joints to be within four feet of each other.

Furring for curved ceiling, ceilings of stone stairs, cornices, and arches, as may be required.

Grounds to be set for doors, windows, and wainscoting.

Furnish all centres, lintels, etc., set all window-frames when required by the mason.

Cover all wood and stone sills, stone-work of front, door, and of windows, as soon as each is set.

Iron Work.—

23 cast-iron columns in cellar, 8 inches in diameter, 1 in metal.

12 cast-iron columns in cellar, 10 inches in diameter, 1½ in metal.

20 cluster columns in first story, 8 inches in diameter, 1 in metal.

9 cluster columns in first story, 10 inches in diameter, 1 in metal.

3 plain columns in first story, 8 inches in diameter, 1 in metal.

28 cluster columns in second and third stories, 8 inches in diameter, ⅞ in metal.

16 cluster columns in assembly-hall gallery, 8 inches in diameter, ⅞ in metal.

40 cluster columns in second and third stories, 6 inches in diameter, ⅞-inch metal.

The metal of all the shafts to be continued *straight through* the cap and abacus; the columns to be perfect in form, and neatly smoothed. The "columns" to be cast *in one piece each*, and to be "planed true and smooth at both ends," as the law directs. The "bearing caps" to be not less than 10 inches square by 1½ thick; the columns in first, second, and third stories to be

properly arranged to pass through the girders and rest upon the columns beneath, those in assembly hall to have projecting brackets to receive framed trusses.

170 japanned iron registers, 8 by 10 inches, for air flues; see pattern.

60 stirrup irons, of ½ by 3-inch iron, for 12 and 14-inch timbers.

Cast-iron saddles to all outside doors.

All stair windows to have guards. For style and size of iron, see plan.

5 suspension rods of 1½ inches in diameter, round iron, for each framed truss, furnished complete with nuts, screws, plates, cast-iron head-pieces, etc.; also heel-straps, clevises, etc., furnished with nuts, plates, washers, etc. For length, etc., see plans and sections.

"Crest railings" to be furnished, painted one coat, and put up in the strongest manner; cost to average $2.50 per lineal foot, put up; patterns to be selected by the Committee.

Tinning, etc.—All the roofs and curbs for ventilators, and the bay-windows, to be covered with the best quality I. C. charcoal tin in small sheets, well clinched, nailed, soldered, and secured at all junctions with wall-hooks, paint skins, etc., and rendered fully secure against leaking. Twelve 5-inch 18-oz. copper tubes and leaders to conduct the rain-water from roofs to cast-iron pipes (furnished and set by mason). Copper-wire basket placed over each leader. Three-inch leaders of 18-oz. copper, for towers, as may be required.

All rosin to be scraped off before painting: all leaders to be painted two coats before they are put up.

Nine 30-inch Miller's ventilators to be furnished, and securely fastened to curbs placed on the roofs, at such places as may be designated by the Superintendent; one to be furnished with vane and cardinal points, in good style.

The upper moulding of main cornices, the entire balustrades, the upper cornices, and the angle mouldings and facias on Mansard roofs, and the dormer windows, fronts and sides, all to be made of galvanized iron, No. 24, braced and put together in the best manner, and firmly anchored and secured to other work as may be directed.

The roofs are all to be arranged behind the balustrades so as to form gutters and valleys to conduct the rain-water to such places as may be desirable to have the leaders.

The upper surface of balustrades, the rain water gutters, and not less than 18 inches in width under the roof slates to be of 16-oz. copper, with riveted and soldered joints, and put up so as to allow for expansion and contraction.

The Mansard roofs to be covered with best quality 8 by 16 inch black "Peach Bottom" and red "Vermont" roofing slates, laid on heavy felting, similar to the style shown on "Elevation;" "laps" not less than 2½ inches.

Valleys and flashings of "6-lb. sheet lead," with all necessary saddles, etc., to make the work perfect in every respect, including dormers, etc., to be furnished and put up as directed.

Window-frames, Sashes, etc.—Sashes to be put in outside windows before the plastering is commenced, if considered necessary by the Committee and Superintendent.

All window frames to be painted one coat by the carpenter before they are brought to the buildings.

For number and style of windows, including dormers and sizes of glass, see plans and "elevations."

All the window frames, except mullion frames, to be made square on the inside.

Partition windows, in first story, and all outside windows, not otherwise named, to have box frames, and 1 $\frac{3}{4}$-inch white pine sashes, double hung with the best six-strand "Russia hemp" cord, 2-inch noiseless pulleys, and iron weights.

Sashes of partition windows of class-rooms, and all inside fan-lights, to have pivots arranged and operated as shown on drawings.

Mullion frames in front building to have carved ornamental heads, circular and trefoil windows, and large window in front tower; all to be as shown on elevations and detail drawings.

All frames to have moulded hanging stiles, sills two inches thick, and rabbeted.

The "sides" and "rears," not shown on drawings, to be the same as those that are shown.

Fan-lights over doors, as marked on plans, and shown on elevations and sections.

All the sashes to be glazed with single-thick French sheet-glass, back puttied, and no burned or stained glass to be used.

All windows, including glass of sash doors, fan-lights, etc., to be washed before the second coat of paint is put on, and all glass left whole on the completion of the buildings.

All windows in first story, connecting with janitor's rooms, and all windows in cellar, to be covered with heavy wire-cloth, fastened to strong frame-work, secured to window-frames, as directed.

Nine 30-inch Miller's ventilators to be furnished, and securely fastened to curbs placed on the roofs, at such places as may be designated by the Superintendent; one to be furnished with vane and cardinal points, in good style.

The upper moulding of main cornices, the entire balustrades, the upper cornices, and the angle mouldings and facias on Mansard roofs, and the dormer windows, fronts and sides, all to be made of galvanized iron, No. 24, braced and put together in the best manner, and firmly anchored and secured to other work as may be directed.

The roofs are all to be arranged behind the balustrades so as to form gutters and valleys to conduct the rain-water to such places as may be desirable to have the leaders.

The upper surface of balustrades, the rain water gutters, and not less than 18 inches in width under the roof slates to be of 16-oz. copper, with riveted and soldered joints, and put up so as to allow for expansion and contraction.

The Mansard roofs to be covered with best quality 8 by 16 inch black "Peach Bottom" and red "Vermont" roofing slates, laid on heavy felting, similar to the style shown on "Elevation;" "laps" not less than 2½ inches.

Valleys and flashings of "6-lb. sheet lead," with all necessary saddles, etc., to make the work perfect in every respect, including dormers, etc., to be furnished and put up as directed.

Window-frames, Sashes, etc.—Sashes to be put in outside windows before the plastering is commenced, if considered necessary by the Committee and Superintendent.

All window frames to be painted one coat by the carpenter before they are brought to the buildings.

For number and style of windows, including dormers and sizes of glass, see plans and "elevations."

All the window frames, except mullion frames, to be made square on the inside.

Partition windows, in first story, and all outside windows, not otherwise named, to have box frames, and 1 ¾-inch white pine sashes, double hung with the best six-strand "Russia hemp" cord, 2-inch noiseless pulleys, and iron weights.

Sashes of partition windows of class-rooms, and all inside fan-lights, to have pivots arranged and operated as shown on drawings.

Mullion frames in front building to have carved ornamental heads, circular and trefoil windows, and large window in front tower; all to be as shown on elevations and detail drawings.

All frames to have moulded hanging stiles, sills two inches thick, and rabbeted.

The "sides" and "rears," not shown on drawings, to be the same as those that are shown.

Fan-lights over doors, as marked on plans, and shown on elevations and sections.

All the sashes to be glazed with single-thick French sheet-glass, back puttied, and no burned or stained glass to be used.

All windows, including glass of sash doors, fan-lights, etc., to be washed before the second coat of paint is put on, and all glass left whole on the completion of the buildings.

All windows in first story, connecting with janitor's rooms, and all windows in cellar, to be covered with heavy wire-cloth, fastened to strong frame-work, secured to window-frames, as directed.

Nine 30-inch Miller's ventilators to be furnished, and securely fastened to curbs placed on the roofs, at such places as may be designated by the Superintendent; one to be furnished with vane and cardinal points, in good style.

The upper moulding of main cornices, the entire balustrades, the upper cornices, and the angle mouldings and facias on Mansard roofs, and the dormer windows, fronts and sides, all to be made of galvanized iron, No. 24, braced and put together in the best manner, and firmly anchored and secured to other work as may be directed.

The roofs are all to be arranged behind the balustrades so as to form gutters and valleys to conduct the rain-water to such places as may be desirable to have the leaders.

The upper surface of balustrades, the rain water gutters, and not less than 18 inches in width under the roof slates to be of 16-oz. copper, with riveted and soldered joints, and put up so as to allow for expansion and contraction.

The Mansard roofs to be covered with best quality 8 by 16 inch black "Peach Bottom" and red "Vermont" roofing slates, laid on heavy felting, similar to the style shown on "Elevation;" "laps" not less than 2½ inches.

Valleys and flashings of "6-lb. sheet lead," with all necessary saddles, etc., to make the work perfect in every respect, including dormers, etc., to be furnished and put up as directed.

Window-frames, Sashes, etc.—Sashes to be put in outside windows before the plastering is commenced, if considered necessary by the Committee and Superintendent.

All window frames to be painted one coat by the carpenter before they are brought to the buildings.

For number and style of windows, including dormers and sizes of glass, see plans and "elevations."

All the window frames, except mullion frames, to be made square on the inside.

Partition windows, in first story, and all outside windows, not otherwise named, to have box frames, and 1 ¾-inch white pine sashes, double hung with the best six-strand "Russia hemp" cord, 2-inch noiseless pulleys, and iron weights.

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Fan-lights over doors, as marked on plans, and shown on elevations and sections.

All the sashes to be glazed with single-thick French sheet-glass, back puttied, and no burned or stained glass to be used.

All windows, including glass of sash doors, fan-lights, etc., to be washed before the second coat of paint is put on, and all glass left whole on the completion of the buildings.

All windows in first story, connecting with janitor's rooms, and all windows in cellar, to be covered with heavy wire-cloth, fastened to strong frame-work, secured to window-frames, as directed.

Blinds.—Inside blinds to all windows, except those of rear tower, and upper windows of front tower. For style, inquire of the Superintendent. All to be painted three coats by the blind-maker, color as directed, before they are brought to the building.

All to be made in two "lengths," as may be directed, and to be hung with loose joint butts and fastened in the most approved manner.

Wainscot.—All the side-walls, stairways, and partitions throughout the building, unless otherwise named, to be furnished with clear white pine, narrow mill-worked, and beaded board wainscot, set up and down, about 3 feet high; all boards for wainscot, ceiling, etc., and plank for partitions, to be smoothed off before being put up—the courses not to exceed 5 inches in width, and each course to be in one piece; *no splicing allowed.*

Panelled wainscot in the main halls of first story of front building, in the assembly hall in third story, and on the sides of main stairways, and lobbies in front, from first to fourth story, or gallery.

For style, capping, etc., see drawings. Registers to be set in wainscot, as directed.

Wardrobes.—Sixty wardrobes for class-rooms, to be 9 feet front by 12 inches deep in clear; made with 4-panel sliding-doors 1¼ inches thick, with best quality 3-inch sheaves and ways. For details, see working drawings.

Wardrobes in "retiring rooms" of second, third, and fourth stories to have narrow plank partitions and two shelves each; also, panel doors, cornice, etc., the doors to have white porcelain knobs, and 4-inch reversed bevel "Newark night-latches," and four flat keys with rings and numbered labels to each.

Observatory.—The observatory at the top of rear tower to be fitted up complete, with doors, windows, revolving dome-shaped roof, movable shutters, iron ways, sheaves, etc., complete in every respect, as shown on drawings, and as per pattern referred to on drawings.

Water-closets.—The water-closets, located as shown on plans, to have narrow plank partitions 8 feet high, panel doors, and neat cornices and capping; the floors to be raised seven inches above floors of buildings; the doors to be properly hung, and furnished with springs, bolts, and brass handles, complete.

Cisterns for closets to be furnished as required.

Forty-eight water-closets, in the several stories, to be fitted up with seats, lids, etc., of black walnut, secured with brass screws in the best manner, seats and lids both to be hung with brass hinges and brass screws.

Trimmings.—All trimmings of doors, windows, wardrobes, base, panel work, gallery front, rostrum, etc., to be of perfectly clear white pine, and as shown on detail drawings.

All plumbing work, basins, pipes, sinks, cisterns, etc., cased with board casings, panel doors, etc., as directed; gallery and platform risers of clear white pine, widths as may be required. Rabbeted and moulded base in Janitor's rooms, and halls in first story, and in President's rooms.

2,000 feet (in lengths as may be required) of moulded hat-hook strips, 1 by 3 inch, put up as directed.

Six hundred square feet of shelving put up as directed, with all necessary cleets, uprights, etc.

Stairs, etc.—Two sets of stairs in front of main building, dimensions as shown on plans; all the steps, risers, platforms, landings, capping, and rails to be of black walnut; instead of

open strings and cylinders the stairs will have panel-work, extending about 6 inches above the usual height of stair rails; panel-work corresponding in style and height to be put up on the wall sides of stairs, across platforms, and lobby-halls in the several stories.

The steps to be 1¾ inches thick, rails, panel-work, and capping as shown on drawings.

The panel-work and strings to be of pine. Two 12-inch panelled octagon newels, and two half-newels for these stairs; fancy moulded rails 2¾ by 3 inches.

Rails on both sides of all stairs, strongly supported by neat iron brackets placed not over four feet apart.

Timbers for all stairs, as may be required to make all very strong and secure.

Two sets of double stairs in side halls of class-room building; steps of Georgia pine, 1¾ inches thick; risers of white ash, 1¼ inches thick; central panel-work as before described; the sides, landings, etc., to have narrow board wainscot, corresponding in height, and capped like the panel-work.

The stone stairs in observatory tower to have board wainscot, as before described, on both sides; also cappings and rails on both sides, etc.

Stairs from first story to cellar in class-room building, to be of 3 by 10-inch timber, made and put up in the strongest manner.

Stairs to janitor's kitchen and to rostrum in third story to have 1½-inch steps and ⅞ risers, of white ash; 3½-inch moulded rails, 1¾-inch fancy balusters, and 8-inch newels, all of walnut.

All the work to be of clear, well-seasoned stuff of their several kinds.

Steps and platforms of front stairs, and the steps of all other stairs, to be covered with boards as soon as they are put in place.

All timbers to be neatly cased, and base put on floors where platforms cross windows.

Doors, etc.—Three pairs of outside doors, and six single doors, double thickness, 1¼ inch each. (For style see "elevations.")

All "double-thickness doors" to have all screw-heads neatly covered with wood.

The principal front sliding doors and head lights, as shown on elevation, to be four inches thick, with extra heavy mouldings, cusps, etc.; the trimmings, sheaves, locks, bolts, etc., to correspond with dimensions of doors.

Inside doors all to be 1⅜ inches thick, and generally 3 feet 2 inches wide by 8 feet 6 inches high, formed in six panels each; folding doors, sash-doors, and fan lights where marked on plans. Inside doors to have hard-wood saddles, and turned stops as may be necessary.

Doors to be hung with butts, not less than 5 inches long, and of such widths as may be required by the various locations, stair doors and outside doors to have steel rod springs, or weights, cords, and pulleys, 3 hinges each, and hooks, plates, and staples of proper sizes to hold them open.

Bells.—Five bells, placed in Janitor's apartments, one to be operated from main front door, one from President's rooms, one from assembly hall, one from library, and one from Janitor's front door.

One speaking tube from assembly hall to President's rooms, one from assembly hall to Janitor's rooms, one from assembly

hall to library, one from President's rooms to Janitor's rooms, one from President's rooms to library, and one from library to Janitor's rooms.

Five 14-inch gongs in main halls, one in each story and one in cellar, arranged so that any and all may be operated from either story.

Properly engraved label plates furnished, and placed at the extremity of each speaking-tube and at each gong and bell-pull. The bells to be of proper sizes. All to be put up in the best manner with heavy wire and all necessary tubes, whistles, cranks, levers, holdfasts, etc. Front-door bell to have guard and pull, with the words "Visitors' Bell" engraved thereon. All the lever-pulls, plates, mouth-pieces, guards, and label plates to be silver-plated.

Hardware.—All 1¾-inch doors to have 6-inch mortise locks; main front doors and janitor's front doors, 8-inch do., with safe night-latches and four keys to each; all folding-doors to be furnished with bolts of appropriate sizes and lengths. Twenty-five hundred hat-hooks of selected pattern put up where directed. Heavy best quality sash fastenings to all windows of first story. All necessary screws, nails, spikes, and holdfasts to be furnished in proper quantities, dimensions, and quality for every portion of the work. All other hardware not before named, but which may be found necessary to complete every portion of the work in the best manner, to be furnished as required, without extra charge.

All locks to be of the best New York city manufacture; those for President's rooms and janitor's rooms in first story to have porcelain furniture, the outside doors to have bronze furniture, all others to be furnished with brass knobs, large size, and secured with screws screwed *into* the spindles; all folding-doors to have double sets of furniture.

THE NEW

NORMAL COLLEGE,

CITY OF NEW YORK.

1871.

NEW YORK:
THE NEW YORK PRINTING COMPANY,
Nos. 81, 83, AND 85 CENTRE STREET.

1871.

COMMISSIONERS.

BERNARD SMYTH, PRESIDENT,

TIMOTHY BRENNAN.	NATHANIEL SANDS,
SAMUEL A. LEWIS,	MAGNUS GROSS,
WILLIAM E. DURYEA,	NATHANIEL JARVIS, JR.,
WILLIAM WOOD,	LORIN INGERSOLL,
HOOPER C. VAN VORST,	FRANCIS A. PALMER,

ISAAC BELL.

COMMITTEE ON NORMAL COLLEGE, ETC.

ISAAC BELL, CHAIRMAN,

WILLIAM E. DURYEA,	NATHANIEL JARVIS, JR
MAGNUS GROSS,	WILLIAM WOOD.

THE NEW NORMAL COLLEGE.

The site on which the buildings for the Normal College are to be erected, is bounded by Fourth avenue, Lexington avenue, Sixty-eighth and Sixty-ninth streets, being an entire block, the dimensions of which are as follows: two hundred feet and ten inches on each avenue, and four hundred and five feet on each street, and contains over eighty-one thousand square feet of surface, a little more than thirty-two full-sized city lots.

A "pen and ink" description of a building or buildings, without the drawings to accompany it, cannot be made very satisfactory generally, but as the "drawings" cannot be had in this case, we will attempt in few words to give an "idea" of the form, accommodations, etc., of the buildings for the College above named.

The style of the exterior of the buildings will be plain Gothic, having octagonal turrets and buttresses at the corners and at certain projecting portions, those at the corners of the main tower terminating in pinnacles and finials.

Expensive carved ornamentation has been studiously avoided, not only on account of the cost, but because it is believed that

the proportions of the various parts of the buildings, and their extent, both longitudinally and vertically, combined with the quality and colors of the materials to be used in their construction, will fully satisfy every reasonable expectation as regards beauty, solidity, and durability.

The outside walls of the buildings are all to be faced with Philadelphia pressed front bricks, laid in black mortar; the water-tables and trimmings of first story are to be of Quincy granite; the "trimmings" above first story, of Dorchester stone; the roofs, of tin; rain-water leaders, of copper; sewer and drain pipes, of cast iron; Croton water for drinking and culinary purposes will be conducted through tinned lead pipes; the main stairs will be of walnut; two double sets in class-room building will be of Georgia pine; and one double set in observatory tower, of Dorchester stone; all floors are to be of Georgia pine; inside trimmings, doors, etc., will be of white pine, painted and grained.

The cellar walls will be thirty-two inches thick, of stone; the walls of first story twenty-eight inches, of brick; above the first story, the walls will be twenty-four inches thick.

The buildings are four stories in height above the cellar; the top of the balustrade being seventy-five feet; the top of observatory tower one hundred and twenty-six feet, and the top of the finials of main tower one hundred and forty-two feet above the street curb at the lowest corner.

The "plan" of the buildings may be represented by the letter T, the top, or horizontal portion,—on which is the principal front,—being towards Fourth avenue.

At the main entrance,—the outside measurement of the stone trimmings of which is nineteen by forty feet,—is a massive stoop of Dorchester stone, twenty feet wide, thirteen feet high, and extending twenty-five feet from the front of the main tower.

The entire area covered by the buildings is 26,000 square feet, including turrets, etc.

The dimensions of the principal building, measured at the line of the second-story floor, are as follows: one hundred and twenty-five feet front by seventy-eight feet deep, with a projection on the front of fifty-three by twelve feet for stairs, and an additional projection of twenty-five by eleven feet, forming a part of the principal tower; also a projection on each side, of two by forty feet; projections of buttresses, etc., are not included.

This building contains in the cellar, which is nine feet high, a janitor's kitchen, store-rooms, places for furnaces, fuel, etc.

In the first story, which is twelve and a half feet high, is the calisthenium, fifty-one by seventy-four feet. A library twenty-eight by forty feet; private room, ten by fourteen feet; a store-room; and four rooms for janitor's residence.

A main hall, fifteen feet wide, extends the entire length of both buildings, which, from out to out of towers, is two hundred and ninety-five feet.

In the second story, which is fourteen feet high, is a suite of rooms for the Commissioners' and President's use,—which may be considered as "head-quarters,"—thirteen by fifty-one feet;

private room, eight by twelve feet; store-room for College supplies, thirteen by fifty-three feet; and three lecture-rooms, each thirty-six by fifty-one feet; besides main hall, etc.

In the third story, which will average thirty-three feet in height, is the assembly hall, seventy-four by one hundred and twenty feet, with a gallery on all sides; the gallery connects with the fourth story of the class-room building, the assembly hall including in its height both the third and fourth stories. The "hall," including galleries, will comfortably seat two thousand persons; and will be used daily for the opening exercises of the College.

The building, represented by the upright portion of the letter T, is of the following dimensions, measured at the line of the second-story floor, and exclusive of turrets and buttresses: eighty feet wide by one hundred and seventy-seven and a half feet long; with a projection on each side of two by sixty feet, and on the rear of twelve and a half by nineteen feet, this last forming a part of the observatory tower, which, as seen above the roof, measures nineteen feet each way, and is surmounted by a revolving dome for astronomical purposes; the axis of the instrument being one hundred and sixteen feet above the street pavement.

This building has a cellar nine feet in height, for fuel, furnaces, etc., and extends under the entire building.

In the first story, which is ten and a quarter feet high, are two lavatories, thirteen by twenty-nine feet, with sixteen basins; two rooms, named "sechoir," twenty-eight by thirty feet, to be furnished with extra heating apparatus, so that wet clothing and umbrellas may be quickly and thoroughly dried, avoiding the necessity of carrying them to the class-rooms while wet.

Two private rooms, twenty-eight by thirty feet, with thirty-six separate closets.

Room for promenading, equal to seventy-five by one hundred feet.

Two stairways, fourteen feet wide, at the joining of the two buildings, containing two sets of double stairs, of Georgia pine.

One set of double stairs, in observatory tower, of stone, extending from the cellar to dome.

The second, third, and fourth stories, which are each fourteen and a quarter feet high, contain, in each story, ten class-rooms, averaging twenty-eight by thirty feet, and two private rooms, each thirteen and a half by twenty-four feet, with wardrobes, closets, and basin in each. In all, thirty class-rooms, six private or retiring-rooms, and a hall fifteen feet wide, the entire length of the building, in each story.

The buildings will be placed so that the front of the principal building will be forty-seven feet from the iron railing, and sixty-four feet from the street curb on Fourth avenue, while the east side of the observatory tower will be about ninety-one feet from Lexington avenue, leaving room for a Model Primary School Building, to be erected at some future time.

The extension, or class-room building, will be placed centrally against the principal building and between the streets, leaving a lawn on each side of sixty by over two hundred feet, for shrubbery, flowers, etc.

The descent of the streets and avenues together, from the north-east corner to the south-west corner of the site, is five feet nine inches; to overcome this, most of the yards, or lawns, will be elevated above the sidewalks; the line of the second-story floors, which will be level throughout, will be about twenty feet above the street curb at its lowest point.

The method of heating has not yet been definitely determined, but will probably be by direct radiation from steam-heated surfaces.

For ventilating purposes, all the division walls between class-rooms are built with hollow spaces, which may be used as flues to any desired extent; in addition to which there will be nine large ventilators (so called), placed at the ridges of the roofs. The turrets and buttresses are also formed so as to aid in permitting the ingress or egress of air.

The drawings and specifications for the buildings were prepared in the office of the Superintendent of Buildings and Repairs of the Department of Public Instruction, where all similar work has been done for all new schools, and all alterations of schools, since 1857.

The estimated cost, as reported to the Committee at the time of the adoption of the plans, in April, 1871, for completing the buildings, was $350,000.

The appropriation for the erection of the buildings, made on the 14th of June, 1871, amounting to $278,667, includes the Mason's work, Granite, Dorchester stone, and Carpenter's work.

There will be required to complete the buildings and grounds, in addition to the amounts of present contracts:

For the painting (estimated)	$8,000
For the curbs, walks, and railing	12,000
For the heating apparatus	24,000
For the furniture	20,000
Amount required	$64,000

The condition of the "fund" may be stated thus:

Paid for grading site	$3,912
Appropriation, June 14, 1871	278,667
Amount required for heating, etc.	64,000
Total	$346,579
Balance	3,421
	$350,000

Leaving a balance of three thousand four hundred and twenty-one dollars for "contingencies."

With this exhibit in regard to the finances, and the very general approval expressed in regard to the appearance of the buildings (on paper), it is considered that all those who have any special part or lot in this matter may congratulate each other and the public in view of the satisfactory results of their labors thus far, and the good reason they have for feeling assured of the full realization of their expectations in due time.

ANNUAL REPORT

OF THE

PRESIDENT

OF THE

NORMAL COLLEGE

FOR THE YEAR

1871:

In Department of Public Instruction, Dec. 29.

NEW YORK:
N. Y. SCHOOL JOURNAL PRINT, 119 & 121 NASSAU STREET.
1872.

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REPORT.

NEW YORK, December 29, 1871.

To the Honorable the Board of Public Instruction:

GENTLEMEN—In compliance with the By-Laws of your Department, I beg leave to present my Annual Report of the Normal College for the year ending December 31, 1871.

At this time it may not be out of place to give a brief outline of the history of the College, its plan of organization and the work it has accomplished. This will be sufficient to satisfy any intelligent and unprejudiced mind that, under the circumstances, a degree of success has been achieved, which is only an earnest of what may be expected when the new edifice now in course of erection for the use of the Normal College shall have been completed.

THE TRAINING OF TEACHERS PRIOR TO 1870.

Boston, Philadelphia, Baltimore, Trenton, Albany, Oswego, and many other towns of less note, had provided facilities for normal instruction long before New York, and yet in this city, in consequence of the magnitude of the public school system, the necessity for trained teachers was more severely felt than it could possibly have been anywhere else. About twenty-five hundred teachers were employed in these schools, and of this great number from one hundred and fifty to two hundred retired every year on

account of marriage, sickness, death, or resignation from other causes, and their places were usually filled by girls fresh from the Grammar Schools, without any professional training whatever. These young and inexperienced ladies became during the first year simply apprentice teachers under the direction of the principals; and it frequently happened that, just as soon as they had acquired some ability to govern and facility to impart instruction, they were promoted to the Grammar Department. Then fresh appointments were made and similar training was performed. Sometimes the principals of the higher departments preferred to do their own training, and accordingly selected girls of capacity from their highest classes and put them to teach without any previous preparation, except such as was obtained in the occasional performance of monitorial duty. The principals were compelled not only to maintain the punctuality and regularity of attendance, to examine their classes at stated periods, to hold up the hands of the apprentice teachers and to impart normal instruction, but carefully and constantly to supervise the studies of the graduating classes, upon whose success the reputation of the teachers and schools so much depended. It was, therefore, impossible to give these Grammar School graduates the training necessary to enable them to teach with any degree of effectiveness. Making due allowance for natural capacity, six months or a year must have elapsed before these girls could become qualified to manage and instruct from thirty-five to seventy children each. Two very serious questions, then, naturally suggest themselves to every observant and reflecting mind: First, What was the effect of the efforts of untrained and unskilled teachers on the hearts and minds of the children committed to their care? And, second, What was the effect on the whole school of forcing principals to train their own apprentice teachers? The placing of a child under an inefficient teacher—at a time, too, when its mind is most plastic—may lead to irreparable evil. An inexperienced

and incompetent instructor is certain to evolve all that is wicked in the hearts of her pupils. The good become careless, and the careless unruly under her management. This has been my experience as principal; and I venture to say that it is also the experience of every other principal in the city. With one or more apprentice teachers the principal had her hands full. The time which should have been devoted to instruction, or to matters connected therewith, had to be given up to the care and training of young teachers. In an economical (not to speak of a moral) point of view this system of training teachers was simply a fearful loss of time, labor and money. And yet there are a few people in favor of such a system to this day!

The cities above mentioned had also provided, in addition to normal training, such instruction in the higher branches of education as the progress of the age demanded, not only for teachers but for all women desiring higher culture than that furnished in the common schools. In almost all the towns of the New England States high schools have been established for girls, and thus both sexes have been placed upon the same footing as regards the opportunities furnished for intellectual improvement. Everywhere it has become a truism that the higher education of women is even more important than that of men; for the morals of the people are moulded at an age when the character receives its abiding bias from mothers and primary teachers.

WHAT THE STATE OF NEW YORK HAS DONE FOR HIGHER AND NORMAL INSTRUCTION.

As early as 1864, the Legislature of New York, recognizing the vast importance of higher and normal instruction, passed the following law, which may be found on page 15, section 2, article 8, of "The Manual of the Board of Education for 1870:"

"To continue the existing Free Academy and organize a similar institution for females; and if any similar institution is organized by the Board of Education, all the provisions of this Act relative to the Free Academy shall apply to each and every one of said institutions now existing or hereafter established, as fully, completely and distinctly as they could or would if it was the only institution of the kind; to distinguish each existing and future institution by an appropriate title; and to purchase, erect or lease sites and buildings for each and all of said institutions, provided that no additional institution shall be authorized or organized unless a majority of the whole number of members of the said Board shall vote in favor thereof."

Again, on page 21, section 3, article 8 of "The Manual," the Board of Education is authorized to establish Normal Schools. The following are the express words of the law:

"It shall be the duty of the Board of Education to provide a Normal School or Schools for those desirous to become teachers, and for teachers."

In granting the necessary authority to found Normal and High Schools the State has certainly done her duty.

Prior to 1870 there was no normal instruction provided "for those desirous to become teachers," and but very little "for teachers." Education in the higher branches of knowledge was limited to the so-called supplementary classes of the public schools.

THE IMPRACTICABILITY OF TEACHING COLLEGIATE STUDIES IN FORTY OR FIFTY SCHOOLS WITHOUT APPARATUS.

Notwithstanding the recognized ability of the teachers of the supplementary classes—so thoroughly recognized by the Committee that every vice-principal who applied in season received an appointment in the College, and some were even asked to take positions without making any application—it is almost impossible that the best results in teaching could be achieved in these classes; for from necessity the same individual was obliged to teach nine or ten

different subjects of study, and no human being could be equally proficient in all of them. Some of these studies were of an advanced grade; and the very effort to be perfect in pure and mixed mathematics and in the English language would undermine and ruin any constitution. And, besides, it is a well known fact that very few persons have a taste for more than one department of knowledge. Linguists usually ignore science, and mathematicians frequently despise language. Artists and musicians have little fancy for either. Now, as "Admirable Crichtons" are few and far between, peripatetic teachers (I mean no disrespect to them, for they were really wanderers) of French, German, Drawing, Music, and sometimes of Natural Science, went from school to school and from ward to ward to give lessons in their special subjects. Hence they were generally known as "special teachers." A school was rarely estimated by its success in Drawing or French; and therefore the class teachers frequently grudged the hour devoted to either, and were glad when the lesson was ended. Still, were it possible that forty-five or fifty vice-principals could be endowed with such extraordinary versatility of talent as to be equally conversant with nine or ten higher branches of knowledge, widely different in their nature and requiring the possession of mental faculties, not usually combined in the same person (the mathematical faculty and the faculty for language being rarely found together), the difficulties would be almost insuperable for the want of the necessary apparatus, without which it would be nearly useless to teach Physics, Chemistry, Physiology, &c. *To place even a limited amount of apparatus in each of forty-five or fifty schools would cost the city a larger sum of money than to build the Normal College edifice and to supply it with all the appliances requisite to instruct one thousand students.* And were the schools furnished at such an enormous cost, it would require the expenditure of a considerable amount each year to keep this apparatus in repair; so that the supplying of the different schools, were it

desirable, is hardly feasible. Now, no intelligent man would hazard his reputation by stating that the Natural Science can be efficiently taught without apparatus.

THE DIFFICULTY IN MAINTAINING SUPPLEMENTARY CLASSES.

Throwing the question of expense aside, it was found that in one-third the schools supplementary classes could not be maintained, and in another third the effort to maintain them was extremely painful. This difference of grade prevented that uniformity of studies and classes required by section 13 of the Laws of the State (page 34 of "The Manual of 1870"). Yet meritorious principals were often compelled to strain every nerve to keep up these small classes, ranging from fourteen to sixteen pupils, chiefly for the purpose of enhancing the reputation of their schools. It certainly appeared a most singular want of economy to place the lady receiving the highest salary and supposed to possess, next to the principal, the greatest amount of ability, in charge of the smallest class—a class frequently containing scarcely half the number required by the By-Laws of the Board.

NORMAL AND HIGHER INSTRUCTION.

Normal instruction is, therefore, a matter of prime necessity, and the higher education of women is the unquestionable right of the people. Parents who pay taxes to establish schools for their children have the undoubted right to demand that these children shall be taught by trained and competent teachers. It appears a wrong to both parent and child to permit inexperienced and unskilled instructors, fresh from their own studies, to make mistake after mistake in moulding human minds and hearts, during the time that the principal is training them to manage and instruct their classes. What immense saving to the children, the schools, and the whole community, to appoint none but teachers who have mastered the principles that underlie correct teaching!

With what show of justice can a collegiate course of study be provided for young men, without extending to young women precisely similar advantages? An educated wife and mother has far more facilities for the moral elevation of the whole family than the educated husband and father. Similarity of intellectual culture between the sexes will exert a greater influence in creating and fostering harmony of feeling, mutual respect and lasting happiness, than all the speeches ever delivered from the rostrum, or all the fulminations ever issued from the press. Many women are uneasy, unsettled and unsatisfied, seeking in a vague way rights which the majority of their sisters deem inexpedient and undesirable, while this right of rights—the right to be thoroughly educated in colleges—is clearly within their own grasp. They have only to stretch forth their hands and seize it. The trite saying, "Educate that you may be free," applies peculiarly to women at this time. A general training in art, science and literature, together with a special training in some one department of human industry, whether it be teaching or printing, will soon enable women to compete with men in almost every arena where wealth and honor are to be won.

FOUNDING THE NORMAL COLLEGE.

In conformity with the laws of the State of New York, empowering the Board of Education to establish an institution for females similar to the College of the City of New York, a series of By-Laws founding the Normal and High School were adopted by said Board in December, 1869. The name Normal and High School was changed in 1870 to Normal College. This name was given by the Legislature at the time that it passed an appropriation to erect a suitable edifice for the accommodation of the students. A president, vice-president, three professors, a female superintendent, and a sufficient number of female tutors were appointed. The

building on the southeast corner of Broadway and Fourth street, extending eastward to Lafayette Place, was leased and fitted up. Sixteen recitation-rooms, about the size of the ordinary public school class-rooms, needed little alteration, and were rapidly supplied with the necessary furniture. A large assembly hall was divided into eight rooms by means of curtains, which were worked somewhat after the manner of a ship's sails, and by sliding doors.

On the 14th day of February, 1870, the supplementary classes of the public schools sought admission to the college. A heterogeneous mass of pupils, who had received every variety of intellectual training, presented themselves for examination. Some belonged to the first year's supplementary grade, and others to the second; and a great number were dissatisfied with the grades in which they were placed. Promises of graduating at some fixed period had been made to these pupils, or perhaps they expected to graduate at some particular time. The question of *qualification* did not seem to weigh a feather. The difficulty of grading and classifying over a thousand girls may be readily conceived. They were not mere primary children who could be placed in classes at pleasure; they were young women for whose comfort and happiness parents and friends felt a deep sympathy. Murmurs and complaints were for some time unremitting. The president was run down with visitors, and annoyed by most unreasonable demands. As far as he was able, he resisted all attempts to force an imperfect grading of the college. The pupils who came from the same class insisted upon being placed in the same grade, notwithstanding the most manifest difference in attainments. A great and beneficial change has been effected in the school system; but because the advantages could not be immediately felt and realized, there was considerable irritability. The new comers were naturally and loyally attached to their old principals and teachers; they were accustomed to the ways of their schools; they knew

personally every official having authority over them; while in the college all was strange, and everything wore a novel and disagreeable aspect. A kind of home-sickness prevailed among them. These feelings, which are creditable to the human heart, were duly appreciated by the instructors of the college; and everything was done consistent with duty to make the pupils happy in their new school. It was under such almost insuperable difficulties—difficulties enhanced a hundred-fold by location, noise of vehicles, and want of many of the appliances which impart comfort to the students—that the Normal College was organized. Nor must it be forgotten that, in addition to all these annoyances, the institution was subjected to a close and jealous criticism. A hostile surveillance, through the medium of dissatisfied students, was maintained, and every little flaw or fault that vigilant scrutiny could detect was paraded before others as an evidence of mistaken judgment. A Faculty consisting of the ablest men in America could not have avoided committing some few errors in the organization of a new and untried experiment.

COURSE OF STUDY.

"There shall be a three years' course divided into six terms of twenty-two weeks each."

"1. FIRST TERM, FIRST YEAR.—Ancient History and Ancient Geography; Latin commenced; French and German commenced; Algebra commenced; Geometry commenced; and Natural Philosophy commenced.

"2. SECOND TERM, FIRST YEAR.—Ancient History and Ancient Geography continued; Latin continued; French and German continued; Algebra continued; Geometry continued; and Natural Philosophy continued.

"Lectures are given by the Professors of Chemistry and Natural Science to the students in this grade; and Music, Drawing, Penmanship and Bookkeeping are taught in the College. Written Spelling, Writing from Dictation and Impromptu Composition constitute a part of the requirements for the introductory students during the first year.

"3. FIRST TERM, SECOND YEAR.—Modern History commenced; Latin continued; German and French continued; Geometry continued; Algebra continued; Astronomy commenced.

"4. SECOND TERM, SECOND YEAR.—Modern History continued; Rhetoric commenced; Latin continued; French and German continued; Geometry continued; Astronomy continued.

"Chemistry, Physics and Physiology are taught to the students in the College. Reviews of previous studies, and regular exercises in Spelling, Etymology and Composition are required of the students of these grades. Music and Drawing are also taught to the students of the second year.

"FIRST TERM, THIRD YEAR.—Rhetoric and English Literature; Latin continued; French and German continued; Zoology; Civil Polity; Algebra, Geometry and Trigonometry.

"Chemistry, Physics, Mineralogy and Physiology are taught by means of lectures in the College. Reviews are conducted with the view of developing the power to teach. Music, Drawing and Composition are also taught.

"6. SECOND TERM, THIRD YEAR.—Practice in the Training School; Discussion on the Methods of Instruction—the Criticisms from the Training School forming the basis of such Discussion; Object and Objective Teaching in Theory and Practice; Intellectual Philosophy; English Literature and Essays.

"Elementary branches reviewed; Lectures on Anatomy, Physiology, Hygiene, Chemistry, Physics and School Government by the several professors; Music and Drawing taught in the College; Spelling, English Grammar and Arithmetic reviewed and discussed.

This programme of study, broad and liberal in its scope, and specially adapted to develop the mental faculties, was constructed with a view to create facility and accuracy of expression, so important to instructors, and to impart a correct knowledge of the principles which underlie professional teaching. Language received careful attention from the beginning of the course, not that it was possible to make the students perfect in this department in the limited period of three years, but because the exercise of translation has the most powerful influence in cultivating discretion and judgment, the highest faculties of the human mind. The habit of weighing, balancing, selecting words, of transposing and adjusting phrases, calls into play the very finest efforts of intellect, and has a marked effect on the moral as well as the mental character. The finished work is more important than the implement used in making it; the cultivated, refined and polished

mind is vastly superior to the subjects of study employed to produce it. The art of education will never be properly understood until teachers recognize this truth. A man may forget more than one-half of all he ever learned, and remain a wise and able man; another may be absolutely loaded down with knowledge, and be little better than an incapable idiot.

Natural Science, with which mankind is now so much concerned, was assigned its proper place in the curriculum. Physics and Chemistry also obtained due consideration, and are now taught objectively. It became incumbent on the teacher of Music to teach it as a science. Drawing was taught from objects. The mere making of pictures, with lights and shades in impossible places, was not permitted. Object and Objective Teaching were provided for; and, in order to make this instruction the more effective, Botany, Zoology, Mineralogy and Geology were placed on the programme of study. Anatomy, Physiology and Hygiene, so vitally important to mothers and teachers, were also added to the curriculum, and, to make sure that they would be taught scientifically and satisfactorily, a doctor of medicine, a graduate of and former professor in the New York University, was placed at the head of the department. Excellent judges, some of them superior teachers, both European and American, have pronounced the course of study in the Normal College, and the plan of organization by which it is carried out, as superior to anything that they have ever seen. James W. Gerard, Esq., than whom, perhaps, there is none better qualified by education and experience, as well as by the deep interest he takes in public education, to form a correct opinion, has pronounced the curriculum of the Normal College and its plan of operation "admirable."* Dr. Gillson, late

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Professor in the University of Pennsylvania, and now Principal of the Central High School of Pittsburgh, expressed himself as highly pleased with the organization, and stated that it was far superior to some of the older institutions which he had just visited elsewhere. The unbiased, unprejudiced opinions of these gentlemen, and many others whom it is needless to name, are worth more than the opinions of thousands who know little of what they are speaking, and whose opinions are frequently manufactured for them. *Scholars and teachers have visited the college and inspected the work. They have pronounced a favorable opinion.*

The Training School.

The course of study was incomplete without the necessary practice in a Training School. It was with considerable doubt and hesitation that the Committee approached the subject. There were many obstacles in the way of success. The fact that several of these schools had failed in New England was a warning. Fears were entertained that parents might object, here as elsewhere, to have their children experimented upon by pupil-teachers, and therefore the Committee were compelled to pause and reflect before they embarked in an undertaking which might sink beneath them. Notwithstanding these doubts and difficulties, they finally resolved to risk the experiment. They procured a suitable building, No. 17 St. Mark's place, and fitted it up for a school of practice. It was named the Model Primary School, and circumstances have since proved that the name was no misnomer. The school has grown and flourished, until now it numbers over two hundred and fifty pupils. About twenty-five pupil-teachers per week from the Normal College have practised in this school since its organization, and not a single complaint has been made that the children have suffered in consequence of the instruction given by inexperienced persons. The principal and critic-teachesr

compel the pupil-teachers to prepare their lessons beforehand, and the instruction is given the next day under the eye of the individual who is responsible for the welfare of the class. Not only do these pupil-teachers practice the art of school government and instruction, but, while teaching, they are carefully criticised, and all their errors are noted down. These criticisms are promptly returned to the President of the College, who makes them texts for lectures and discussions on the theory and practice of teaching. Defects of manner, of voice, of language and of method are pointed out, and principles of justice and morality are forcibly inculcated. A close observation of human nature and the laws of intellectual growth are recommended as indispensable studies to those who intend to make teaching a profession. It must be apparent to any candid mind that such a system must, in a few years, evolve teachers of a high order of efficiency. It must be borne in mind that "Rome was not built in a day," that an acorn does not grow to be an oak in an hour, and that fruit is not gathered in early Spring. Nature cannot be forced, and the inevitable laws of the Creator must be obeyed. Seed time cannot be converted into harvest, and a tree will grow no faster by constantly shaking its trunk.

THE GRADUATES OF THE COLLEGE.

Eighteen months after they left the institution a few of the graduates of 1870 may have been found, on examination, somewhat deficient in rudimentary studies which they had learned in the public schools. These young ladies, in the very studies in which they are said to have failed, had been previously passed into the supplementary classes by the certificate of the City Superintendent, and after due examination by him or one of his assistants. I do not, however, wish to throw any blame on the Superintendent; for to do so would be disingenuous. Doubtless *at that*

time these girls were qualified, otherwise how could they have passed the necessary examination? The reason for these few failures in subjects which the young ladies had learned many years before is very easily found. They had simply forgotten rudimentary branches while engaged in pursuing more advanced studies. Every one knows that in this there is nothing strange or unusual. Of the ninety-seven graduates of 1870, sixty-five had been already licensed by the City Superintendent. Thirty-two who had been pupils of the highest supplementary classes were unlicensed. Both divisions were placed in the same grade with the view of teaching them what was of far greater importance than a little more book knowledge—the methods of teaching and the art of government. Normal instruction and object teaching—even the little that could be taught in the very short period of five months—were deemed more essential than a smattering of new subjects of study or a hasty review of rudimentary branches. If afterwards, while looking for positions in the schools, they permitted this knowledge to pass away from them, that was not the fault of the College. The graduates should clearly understand that they must not allow themselves to forget their Grammar School studies; for as future teachers they will be obliged to teach these very subjects, and to teach them correctly they must know them accurately. While the Committee have deemed it wise and expedient to demand a certain degree of proficiency in the higher departments of knowledge, a broader and more comprehensive culture, and a thorough pedagogical education, without which they are unwilling to grant diplomas of qualification; and while I most cordially agree with them in this respect, yet *I would earnestly recommend that some provision be made for such a thorough review of the rudimentary studies as will prevent any possibility of failure in the future.* It might not be well, perhaps, to interrupt the three years' course of study adopted by the Board and now in active operation. Would it not be better to permit a

three months' post-graduate course of review, and at the expiration of this term authorize the City Superintendent to examine the young ladies for license? None need join this class but those who intend to teach. I merely offer this as a suggestion, and leave the matter to the judgment of your Board and its Committee on Normal College.

The graduates of 1871 have been found, on examination, far superior to those of 1870. Some of them have acquitted themselves admirably. This improvement is due to the fact that the heterogeneous mass of students who first entered the College has been moulded into one homogeneous whole; that frequent examinations and promotions have produced the most salutary effect; and that the influence of the collegiate system of making one professor or tutor responsible for one or two cognate studies, is already felt in every department. Although it is never safe to predict, I may venture to say, from the data now before me, that the graduates of 1872 will be better than those of 1871. And so we hope to sink our roots more firmly into the earth, and year after year continue to improve until New York shall be second to no other city in the important matter of Normal instruction.

ATTENDANCE, ETC.

The average attendance for the past year has been nine hundred and sixty-nine (969), and is the largest to be found in any institution of the kind in the country. This average requires a general daily attendance of more than one thousand students, and a register number of at least eleven hundred. The punctuality and regularity of attendance have been remarkably good, notwithstanding the fact that the young ladies represent all sections of the city, and many of them come from a considerable distance. All classes of society and every religious denomination have sent students to the

College; and the faculty and tutors have exercised the nicest care, and taken the most conscientious pains, to preserve the rights of each and to injure the feelings of none. I have taken especial pains to encourage the humbler classes to obtain a higher education, and to instill into their minds a true spirit of self-help and self-reliance. This course has been pursued, too, without any appearance of officious patronage, which is frequently more offensive than absolute neglect.

The professors and tutors have all worked with great diligence and fidelity. The utmost harmony has always prevailed among them, and each has only striven for the welfare of the institution, regardless of all personal consideration. Perhaps it would be difficult to find an abler or more efficient corps of instructors. The lady superintendent, the secretary and librarian, the musical directress, the principal and critic-teachers of the Training School, have all performed their duties to my entire satisfaction, and I believe to the satisfaction of the Committee on the College.

THE AGE AND STUDIES FOR ADMISSION.

I would again respectfully urge the necessity of establishing the age for admission to the College at fourteen years. The completion of the thirteenth year, if fixed by law, would virtually make the age at the time of entering fifteen on the average. Yearly admissions at this age would prevent the depletion of the higher classes of the Grammar Schools, and would permit an advanced grade of study, such as would prepare girls for the general avocations of life, if circumstances should bar their way to the College. The advanced age and higher standard of qualification would certainly give the students who would enter the College a much better start, and enable the institution to turn out a much more efficient corps of teachers. Every department of the Public School system should

be fostered and sustained, for each is but a link in a common chain. The Primary is necessary to the Grammar School, and the Grammar School to the College. An injury to one is an injury to all. Hence these several branches of the same system should work harmoniously, and each for the benefit of the other. The Primary supplies the Grammar School, the Grammar School is the nursery of the college, and the College endeavors to repay both by furnishing them with able and trained teachers. No system of education can be complete without being a graded system, and terminating in a Normal institute.

WHAT THE NORMAL COLLEGE HAS ACCOMPLISHED.

In spite of the adverse influences under which it was founded, in spite of the strong attachment of the pupils for their old schools and teachers, in spite of inferior accommodations which the new edifice now in course of erection will remedy, the Normal College has endeared itself to the hearts of the students; and a *home feeling* has gradually arisen in their minds for the institution which is conferring on them such special and superior advantages.* The Normal College has established in a regular and systematic manner *object* and *objective teaching*. It has forced pupil-teachers to learn and practise the art and science of teaching without compensation. It has taught the Natural Sciences—the great working tools of the accomplished teacher—objectively and thoroughly, under the direction of a former Professor of the New York University. Anatomy, Physiology and Hygiene have been taught in a scientific manner. It has taught Physics and Chemistry by means of ex-

* Were any proof required that the students are strongly attached to the College, it would only be necessary to mention the fact that when a strict construction of law required the removal of forty or fifty students, belonging to different grades, they so importuned the Instructors and Committee, with tears in their eyes, to be allowed to remain, that the resolution of expulsion was rescinded.

cellent apparatus, and under the care of a graduate of Harvard College, recommended by Dr. Gibbs, the renowned chemist. It has taught Latin, as a great foundation for liberal culture, under the direction and supervision of an accomplished classical scholar. It has taught the French and German under the charge of one of the first linguists of the city. It has caused Music and Drawing to be taught as sciences. It has organized a plan of instruction whereby special qualifications have been brought to bear upon special branches of study. It has endeavored to dispense with the use of text-books as much as possible in imparting instruction. It has laid the foundation for a broad and liberal system of culture; and yet every plan and every study has been subordinated to the great aim and end of making the students professional teachers. Already have literary and scientific societies been formed among the students—societies which are self-governing and of incalculable benefit to those who intend to govern and instruct the young. It has, in addition to all this, by its very system of rotation among the instructors, thrown the students upon their own resources and compelled them to think and act for themselves. They cannot, as heretofore, rely on their teachers for everything. The Normal College compels them to rely on themselves. By the programme of study the students are brought under the influence of six or seven different minds; and this influence in mind-building is of such vast importance that it should never be overlooked. The learners insensibly absorb a portion of the strength of each instructor; and the novelty and variety impart zest and vitality to the recitations. It is a beautiful sight to behold a thousand young ladies all assembled under the same roof and representing all classes of society, steadily and happily studying the higher branches of knowledge, and receiving that culture and finish which will enable them to teach others and to become the ornaments of whatever society they may enter. In no other country in the world is such a public institution *for*

all classes of females possible. Rich and poor, high and low, all meet together upon the same educational plane, in perfect harmony, and the only caste recognized among them is that of ability, fidelity and integrity. This is the true democracy which "levels upward." The Normal College is justly satisfied with its work; and the officers trust, with the help of Divine Providence, to build up an institution which will be a credit to the city that supports it.

Thanking your honorable Board and the Committee on the Normal College for your generous and unwavering support,

I have the honor to be,

Your obedient servant,

THOS. HUNTER,

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be fostered and sustained, for each is but a link in a common chain. The Primary is necessary to the Grammar School, and the Grammar School to the College. An injury to one is an injury to all. Hence these several branches of the same system should work harmoniously, and each for the benefit of the other. The Primary supplies the Grammar School, the Grammar School is the nursery of the college, and the College endeavors to repay both by furnishing them with able and trained teachers. No system of education can be complete without being a graded system, and terminating in a Normal institute.

WHAT THE NORMAL COLLEGE HAS ACCOMPLISHED.

In spite of the adverse influences under which it was founded, in spite of the strong attachment of the pupils for their old schools and teachers, in spite of inferior accommodations which the new edifice now in course of erection will remedy, the Normal College has endeared itself to the hearts of the students; and a *home feeling* has gradually arisen in their minds for the institution which is conferring on them such special and superior advantages.* The Normal College has established in a regular and systematic manner *object* and *objective teaching*. It has forced pupil-teachers to learn and practise the art and science of teaching without compensation. It has taught the Natural Sciences—the great working tools of the accomplished teacher—objectively and thoroughly, under the direction of a former Professor of the New York University. Anatomy, Physiology and Hygiene have been taught in a scientific manner. It has taught Physics and Chemistry by means of ex-

* Were any proof required that the students are strongly attached to the College, it would only be necessary to mention the fact that when a strict construction of law required the removal of forty or fifty students, belonging to different grades, they so importuned the Instructors and Committee, with tears in their eyes, to be allowed to remain, that the resolution of expulsion was rescinded.

cellent apparatus, and under the care of a graduate of Harvard College, recommended by Dr. Gibbs, the renowned chemist. It has taught Latin, as a great foundation for liberal culture, under the direction and supervision of an accomplished classical scholar. It has taught the French and German under the charge of one of the first linguists of the city. It has caused Music and Drawing to be taught as sciences. It has organized a plan of instruction whereby special qualifications have been brought to bear upon special branches of study. It has endeavored to dispense with the use of text-books as much as possible in imparting instruction. It has laid the foundation for a broad and liberal system of culture; and yet every plan and every study has been subordinated to the great aim and end of making the students professional teachers. Already have literary and scientific societies been formed among the students—societies which are self-governing and of incalculable benefit to those who intend to govern and instruct the young. It has, in addition to all this, by its very system of rotation among the instructors, thrown the students upon their own resources and compelled them to think and act for themselves. They cannot, as heretofore, rely on their teachers for everything. The Normal College compels them to rely on themselves. By the programme of study the students are brought under the influence of six or seven different minds; and this influence in mind-building is of such vast importance that it should never be overlooked. The learners insensibly absorb a portion of the strength of each instructor; and the novelty and variety impart zest and vitality to the recitations. It is a beautiful sight to behold a thousand young ladies all assembled under the same roof and representing all classes of society, steadily and happily studying the higher branches of knowledge, and receiving that culture and finish which will enable them to teach others and to become the ornaments of whatever society they may enter. In no other country in the world is such a public institution *for*

all classes of females possible. Rich and poor, high and low, all meet together upon the same educational plane, in perfect harmony, and the only caste recognized among them is that of ability, fidelity and integrity. This is the true democracy which "levels upward." The Normal College is justly satisfied with its work; and the officers trust, with the help of Divine Providence, to build up an institution which will be a credit to the city that supports it.

Thanking your honorable Board and the Committee on the Normal College for your generous and unwavering support,

I have the honor to be,

Your obedient servant,

THOS. HUNTER,

President Normal College.

NON-RESIDENT PUPILS IN PUBLIC SCHOOLS.

TWO OPINIONS

OF

A. J. VANDERPOEL, ESQ.,

Former Counsel to the Board of Education.

I.

RELATIVE TO THE ADMISSION OF NON-RESIDENT PUPILS TO THE NORMAL COLLEGE; AND AS TO THE LENGTH OF TIME APPLICANTS MUST HAVE ATTENDED THE PUBLIC SCHOOLS.
(*JOURNAL, May 31st*, 1871.)

II.

RELATIVE TO THE ADMISSION OF NON-RESIDENT PUPILS TO THE PUBLIC SCHOOLS.—(*JOURNAL, Oct.* 20, 1869.)

NEW YORK:
J. S. BABCOCK, STATIONER,
1870.

OPINIONS.

IN BOARD OF PUBLIC INSTRUCTION,
NEW YORK, *May* 31, 1871.

To the Honorable the Department of Public Instruction:

In response to your inquiry, as to whether any persons not residents of the City and County of New York are entitled to attend the Normal College, as established by your Board, I respectfully answer in the negative, and submit the following reasons:

By subdivision 8 of section 2 of the Act of July 3, 1851, as amended (Manual, p. 15), the Board of Education is authorized "to continue the existing Free Academy *and organize a similar institution for females*, and if any similar institution is organized by the Board of Education, all the provisions of this act relative to the Free Academy shall apply to each and every one of said institutions, now existing or hereafter established, as fully and completely and distinctly as they could or would if it was the only institution of the kind."

By section 3, subdivision 4 (Manual, p. 18), it is made the duty of the Board of Education to continue to furnish, through the Free Academy, the benefit of education gratuitously to persons *who have been pupils in the schools in said city and county for a period of time to be regulated by the Board of Education, not less than one year.*

By subdivision 5 (Manual, p. 18), the Board is to supervise, manage and govern the Free Academy, and make all needful rules and regulations therefor, fix the number and position of teachers and others to be employed therein, prescribe the preliminary examination and terms and conditions on which pupils shall be received and instructed therein and discharged therefrom. I suppose this *section is also applicable* to the Normal College.

The Act of March 30, 1866, which "erected" the Free Academy into the College of the City of New York, and vested the control thereof in the Board of Trustees, composed of the members of the Board of Education, does not contain any provisions bearing upon the question now under consideration.

In my communication submitted about the 20th of October, 1869, my conclusion was that persons not resident within the City and County of New York, were not entitled to the benefit of the free school system within the city of New York.

The Normal College obtains its recruits from the Ward Schools, and I am unable to discover in any of the provisions relative to the establishment of the Normal College and regulating the same any warrant for the idea that the right to attend the Normal College embraces any larger class of persons than those who are entitled to attend the Ward Schools. The same reasons seem to me to apply in the one case which were presented to your board in my previous communication, except that the limitation to the effect that to entitle a person to be a candidate for admission to the Normal College she must have attended the Ward Schools for at least one year.

The expenses of the Normal College are to be derived from and paid by the City and County of New York, in a manner similar to the Ward Schools. The constituency which is taxed should be entitled to the benefits to be derived therefrom. There is neither reason nor justice in the proposition that the City of New York shall levy and collect taxes to secure the blessings of education to the residents of adjoining states and counties. We may feel assured that New Jersey, Connecticut, or Kings County or Westchester County would object to giving free education to residents of our own city.

Respectfully submitted,

A. J. VANDERPOEL,

Of Counsel.

In Board of Education,

New York, *October* 20, 1869.

To the Board of Education:

In response to the request from the Board of Education for my views as to the construction of the word "resident," as used in the 35th section of the act entitled "An Act to amend, consolidate, and reduce to one act, the various acts relative to the Common Schools of the City of New York," passed July 3, 1851, and the acts amendatory thereof (Manual 1869, pp. 9–47), I submit the following reply:

The 35th section of the act referred to reads as follows: "All children between the ages of four and twenty-one *residing in the City and County*, shall be entitled to attend any of the Common Schools therein. And the parents, guardians, or other persons having the custody, or care of such children, shall not be liable to any tax, assessment, or imposition for the tuition of any children, other than as hereinbefore provided" (Manual, p. 47).

By section 10, subdivision 3 (Manual, p. 25), it is declared, that "The principal teacher of each school and department shall enter the names, ages, and *residences of the* scholars attending the school, the name of a parent or guardian of each scholar," &c.; and by section 15 (Manual, p. 33), it is enacted, that "The Board of Supervisors shall annually raise and collect by tax upon the inhabitants of the said city and county * * * and the Board of Education shall apportion the money so raised to each of the schools hereinafter provided for by this act, except the Free Academy and the Evening Schools, according to the number of children over four and under twenty-one years of age,

who were *actual residents of the City and County of New York* at the time of their attendance on such schools without charge, the preceding year," &c. Section 33 (Manual 45), declares the following shall be substantially the form of oath or affirmation to be made by the teacher:

"A. B., of the City of New York, teacher of No. , department, being duly sworn or affirmed, declares and says, that to the best of (his or her) knowledge and belief, the average number of children *actually residents of the City and County of New York at the time attending said School*, between the ages of four and twenty-one," &c.

By the general law establishing free schools, applicable throughout the State, except where local statutory regulations control, it is enacted:

SEC. 46. Common schools in the several school districts in this State shall be free to all persons *residing in the district, over five and under twenty-one years of age*, as hereinafter provided. Persons not resident of a district may be admitted into the schools kept therein, with the approbation in writing of the trustees thereof, or a majority of them. (Laws 1851, Ch. 151, sec. 1, p. 292.)

The Revised Statutes, as amended by the Act of 1851 (2 R. S., 5th Ed., page 122, sec. 118), relating to "public instruction," require that "the annual reports of trustees of school districts of children residing in their district shall include all over four and under twenty-one years of age, who shall, at the date of such report, actually be in the district, composing a part of the family of their parents or guardians or employers, if such parents, guardians, or employers reside at the time in such district, although such residence be temporary; but such report shall

not include children belonging to the family of any person who shall be an inhabitant of any other district in this State, in which such children may by law be included in the report of its trustees. (See also sec. 116, sub. 4.)

In reading these sections, I think the word "residing" and "resident" are used in the same sense where they occur in either of statutes above quoted; and I do not find anything in those sections, nor in the acts of which they form parts, to justify or lead to the conclusion that any persons are referred to other than *actual legal residents.*

The word "residence" has, in the law, a well-defined meaning. It is sometimes used in the books as synonymous with "inhabitancy" and "domicil"; while the word "domicil" is often used in a different sense when applied to successions of personal estate. As confusion sometimes arises in the cases by the use of the term domicil, it will be convenient to adhere closely to the definitions and judicial constructions which have been placed upon the terms "residence" and "inhabitancy."

Webster defines "residing," "dwelling in a place for some continuance of time;" while he defines "reside," "to dwell permanently, or for a length of time; to have a settled abode for a time."

In 20 Johnson (208), Woodworth, J., says, "A person 'resident' is defined to be one dwelling or having his abode in any place; an 'inhabitant,' one that resides in a place."

The word involves permanency of dwelling, as contradistinguished from a mere transitory coming and staying for a special purpose.

Chancellor Walworth, in the matter of Wrigley (8 Wend., 140), says, "Inhabitancy and residence * * * mean a fixed and permanent abode or dwelling-place for the time being, as contra-distinguished from a mere temporary locality of existence."

In the United States *v.* Penelope (2 Peters Adm., 438, 450), Judge Peters says: "An 'inhabitant' or 'resident' is a person coming into a place with an intention to establish his domicil or permanent residence, and in consequence actually resides. Under this intention he takes a house or lodgings, as one fixed and stationary, and opens a store, or takes any steps preparatory to business, or in execution of this settled intention. The time is not so essential as the intent executed by making or beginning the actual establishment, though it is abandoned in a short or longer period. A mere transitory coming for a special purpose—a mere transient visit—does not fall within the legal meaning of the word resident. He must have the intention of staying or abiding for permanent purposes, and begin it, though he does not continue to prosecute it. *On the meaning, if doubts exist, in common interpretation, we must be governed by the legal definition.*"

In the matter of Fitzgerald (2 Caines R., 318), the statute under consideration used the words "a resident within this State." Livingston, J., says, "This can hardly mean a residence of a temporary nature, but one permanent and fixed."

In McDougal *v.* Patterson (11 Com. B.), at 767, Jervis, Ch. J., says, "Each case must depend upon its particular circumstances. But where a party has a permanent place of dwelling, we do not think that he 'dwells' in the sense in which that word is used in the statute, at a place where he has lodgings, for a temporary purpose only."

It would seem that the language of Mr. Surrogate Bradford in Isham *v.* Gibbons (1 Bradford, 82), may be safely adopted, as expressing the true rule on this subject; he says: "So far as our constitution and laws speak of residences, the idea of a fixed and permanent dwelling generally seems to be involved." See also Chaine *v.* Wilson (1 Bosw., 684); in the matter of Hawley (1 Daly, 521, 523).

I do not understand it to be suggested, nor do I see any ground for the suggestion, that residence, according to the legal definition of the term, can receive any different construction when used in the statute as applied to a minor than when applied to an adult.

The general rule on the subject of domicil of a minor is stated by President Rush in Guier O'Donnell (1 Binney, 348, 352); "A minor during pupilage, cannot acquire a domicil of his own; his domicil, therefore, follows that of his father, and remains until he acquires another, which he cannot do until he becomes a person *sui juris*."—1 *A. M., Leading Cases*, 727.

The rule as to residence of a minor, can probably be expressed in almost the same terms. Presumptively, and until proof to the contrary is produced, children are to be considered as residents at the place where the parent resides with the family. The father can undoubtedly change the residence of the child, and where that change is made *bona fide*, and not for the purpose of attaining an end which will impose an unjust burden upon others, will be recognized and sustained in law; or the father can in good faith emancipate the child, thereby releasing all control over it, when the child can acquire a residence of its own. So also, a guardian has the same power over his ward that a parent has over his child. He has the custody of his person, and may

appoint his place of residence. Wilde, J., Holyoke *v.* Haskins, (5 Peck, 26).

We have not met with any judicial decision in which it has been determined, that where a minor was sent from home by parent or guardian for the mere purpose of attending a school, that the legal residence of the minor was thereby changed.

The question early arose in Massachusetts whether a minor who left his home and became a student at college, and who was abroad merely for his education changed his residence. In Granby *v.* Amherst, (7 Mass., 1 A. D. 1810), Chief Justice Parsons, at page four says: "He, (the minor), then became a student of Dartmouth College, where he continued four years, and it is a question whether, during that period, he resided at Belchertown; he was abroad merely for his education; during his vacation he was at his home in Belchertown, and on receiving his degree he continued his residence in the same place; his absence was occasional, and for a particular purpose, and within the intent of the statute there was no change of domicil. His home was at Belchertown—*it was the place of his residence although from home for the purpose of education.* * * * We think, therefore, that the (minor's) *residence was in Belchertown while he was a student at Dartmouth College.*"

An elaborate discussion of the word residence in our act relating to Common Schools, passed May 26, 1841, is contained in Crawford *v.* Wilson (4 Barb., 504). A section of this act provides that "Every person of full age residing in any district * * * shall be entitled to vote at any school district meeting held in such district. The plaintiff Crawford had offered his vote at an election held in School District No. 5, in the town of Saratoga Springs, claiming to have been a resident of the district at the time he so offered his vote.

The school-district meeting was held on the 23d of January, 1845, and the defendant proved that the plaintiff taught school in the town of Malta, in the winters of 1844 and 1845, that he commenced in November, 1844, and was to teach four months, for ten dollars a month and his board; that he boarded in the district in Malta; and that his father lived in the town of Saratoga Springs, about three miles north from the place where the plaintiff taught school; also, that he was born in the town of Saratoga Springs, and was twenty-one years of age.

The Judge charged the jury, among other things, that so long as the plaintiff had his domicil in Saratoga Springs, no matter where his temporary place of business might be, his residence was at Saratoga Springs; that, *prima facie*, the place of birth is a man's domicil, and until the domicil is intentionally changed, the residence is at the place of domicil; and intimated an opinion that, from the evidence, the domicil of the plaintiff was, at the time of the district-school meeting, at his father's in Saratoga Springs.

On appeal from the ruling so made by the Circuit Judge, Paige, J., says: "I am inclined to believe that the facts proved, as to which there is no conflict, justified the opinion expressed by the learned judge, that the plaintiff's domicil and residence was in school district number five, in the town of Saratoga Springs, at the time of the school-district meeting, and that the mere fact of his entering into a contract to teach a school for the period of four months only in Malta, and going there for the purpose of fulfilling such contract, did not change either his domicil or his residence." * * * * * * * * * * *

He then proceeds to discuss the definitions of domicil, residence, and inhabitancy, and says (page 522):

"From the various definitions of the terms of residence, inhabitancy, and domicil, and the decisions in regard to them, I think we can deduce the proposition, that the terms legal residence or inhabitancy, and domicil, mean the same thing. By legal residence I mean the place of a man's fixed habitation, where his political rights (such as the right of the elective franchise) are to be exercised, and where he is liable to taxation." * * * *

Within these principles and decisions did the plaintiff, by entering into a contract to teach school in Malta for the period of four months, lose his domicil or residence in Saratoga Springs? It will be remembered that he only remained in Malta for the period of four months. At the expiration of that time he left Malta, and took a school in Stillwater. He could not loose his residence and domicil in Saratoga Springs unless he acquired a residence and domicil in Malta. He could not acquire a residence and domicil in Malta unless he fixed his habitation there for an unlimited time, and without any intention of removing therefrom, and he must have left Saratoga Springs with an intention to abandon that place as his domicil. The conduct of the plaintiff does not warrant any such conclusion. His contract to teach in Malta was limited to four months. During this period he returned to Saratoga Springs, and acted there as secretary of a school-district meeting, and at the end of the four months he left Malta permanently. These acts of the plaintiff show incontestably that he did not intend, when he went to Malta, to take up his permanent residence there, and to abandon his domicil at Saratoga Springs, etc.

(The exceptions were overruled).

In the course of investigating this subject, two cases have come under notice. arising under statutes of sister States, which involve a discussion substantially of the question submitted by

your Board. A full statement of them will be found of value, and aid in arriving at a correct conclusion.

By the Revised Statutes of New Hampshire it was provided that no person should have a right to send to or receive any benefit from any school in a district in which he is not a resident, without the consent of such district. School District No. 1, in Milton *v.* Bragdon (3 Foster, 507), was an action of trespass, brought by the Trustees of the School District No. 1, in Milton, against two boys, one of the age of twelve, and the other of fourteen years, alleging that they broke and entered the schoolhouse and disturbed the school.

The defendants plead not guilty, and it appeared that the father of the boys had for many years owned a farm in School District No. 1, on which he resided, and that a sister of his resided on a farm owned by her in the same district, and very near by. Before the 20th of March, 1850, the father sold his farm, and, about that time he removed with his wife and daughter and household goods, and a part of his stock, to the house of his wife's father in the neighboring district, No. 5, where he proposed to remain until he should purchase again. He left at his former barn, in District No. 1, some of his cattle, and he left at the house of his sister in that district, his two sons, the defendants. The evidence tended to prove, that in the first instance it was expected that they should take care of their father's cattle at his former barn, take care of his sister's cattle, and do such other services for her as boys of their age could do, and go to the school when there was one. After the wintering season for cattle was past, the evidence tended to prove that the boys continued at their aunt's house, upon an agreement that they should go to school and render her such services as they could. After school commenced in District No. 1, early in June, objection was made

to these boys attending the school, and their father, at his sister's request, bound the boys to her for two years by indenture, in which their father covenanted for their faithful service, and his sister covenanted to send them to school, teach them the farming-trade and board them.

The principal controversy was in relation to the agreements between the father and his sister relative to the boys; the District contending and offering evidence tending to prove that the *agreement and indenture were collusive and fraudulent as to the District, the substantial purpose of both being to enable the boys to attend the school in District Number* 1.

The court charged the jury that presumptively, and until proof of the contrary appeared, the boys were to be considered as residents at the place where their father resided with his family. That, ordinarily, actual residence was all that was required to entitle persons of suitable age to attend school. But if it appeared that they had taken up such residence for the purpose of going to the school, it was a fraud upon the district, and did not entitle them to attend the school; and that it made no difference if they were to render some trivial services to the persons with whom they lived. *That no persons have a right to receive children into their families for the purpose of sending them into the school in their district, and the children so received would not in consequence have a right to attend the school.* That if the evidence satisfied the jury that the indentures were made substantially for the purpose of enabling the children to attend the school in District No. 1, and nothing more, they were void as regarded the district, and the boys, though residing at their aunt's ostensibly under these indentures, were not entitled to attend the school; and the defendants, if they had no right to attend the school, were trespassers if they entered the school-

house, after being notified by the prudential committee not to do so.

To these instructions the defendants excepted, and the jury found a verdict for the plaintiffs.

On the argument of the appeal taken on behalf of the defendants from the judgment so rendered, it was argued by their counsel that actual residence entitles a child to attend the public schools; that these children being under fourteen years of age were not responsible for the intentions and designs of the father or aunt; they were placed to live in the district, and were actual residents therein; the father had lawful right to place them there without their consent; they were under the absolute power of the father and aunt, and could not be responsible in the case

The counsel for the plaintiffs argued that the position of the defense assumed as a fact that the father placed the children for a *bona fide* purpose; this, the jury, by their verdict, had negatived and found that the father had intended to perpetrate a fraud upon the district.

Eastman, J., says, "On reading the instructions of the court to the jury, our first impression was that they were erroneous; but, upon a more careful examination, we are satisfied that they were correct. Some of the remarks, when considered independently, might perhaps be exceptionable, but when the whole instructions are taken together, it is quite apparent that the plaintiffs' right of recovery was placed upon the ground of fraud by the father in sending the children to reside in the district with the intent of evading the statute. The statute provides that no person shall have a right to send to or receive any benefit from any school in a district in which he is not a resident,

without the consent of such district (Rev. Stat. ch. 73, § 7). And if the jury were satisfied, as we think they must have been, under the instructions given, that the indentures were made for the purpose of giving the boys an ostensible and not a substantial residence in the district, and for the purpose of evading the statute, the residence could give them no right to attend the school.

"This view of the matter does not in any way conflict with the right of the father to bind out in good faith, his minor child, nor does it impair the rights of the master or servant, where the indentures are honestly made."

The court affirmed the verdict.

A case somewhat similar came before the Supreme Court of Indiana in 1862.

The act of that State on the subject of common schools provides that the Board of Trustees shall take charge of the educational affairs of the township, employ teachers, and establish and conveniently locate a sufficient number of schools for the education of the children therein, and that the Trustees shall, on or before the 20th day of September in each year, make an enumeration of the children within their respective townships, distinguishing those between the ages of five and twenty-one years, and the sexes to which they belong, and excluding married persons.

In Wheeler and others *v.* Burrow (18 Ind., 14), Maria Burrow, an infant, instituted proceedings against the School Trustees of the city of Evansville, to compel them to admit her into the public schools of that city.

She alleged that she was more than five years and less than eighteen years of age, and had resided in that city at least for one year, and then resided therein in the family of Marcus Sherwood, but under the control of her brother, who was her guardian by the appointment of the Supreme Court; that her brother had repeatedly sought to get permission of the defendants, Trustees of the Common Schools in that city, to send her to one of the common schools, but they utterly refused to allow her to attend any of the common schools in that city as a scholar; wherefore she prayed relief.

The Trustees answered, first, that the father and mother of Maria were living, and residents and domiciled in Tennessee, wherefore Maria could not have a residence and domicil in the State of Indiana, and was not therefore entitled to admission to the common schools; second, that the father and mother of Maria were residents and domiciled in Tennessee, and she, Maria, was brought to the city of Evansville from the residence of her father and mother by said brother, who had kept her in said city for the purpose of educating her in the common schools thereof, and that, for the purpose of giving color to her pretended residence, the said brother, only two days before the commencement of the proceedings, procured his appointment as guardian; that she had no estate in Indiana, wherefore the defendants alleged that the residence of said Maria was not *bona fide*, and she was not entitled to be admitted to the common schools of the city.

The Court of Common Pleas gave judgment in favor of the infant, and issued its mandate requiring the Trustees to admit her to the schools.

The defendants appealed to the court in banc, which

Held that "the legal domicil and residence of a minor not emancipated is that of his parents."

"Parents residing in another State cannot send their children into this State for the purpose of procuring an education and enable them to acquire such a residence here as will entitle them to admission in the common schools of the State, unless the circumstances are such as will create a *bona fide* legal residence here."

Davison, J., says: "The only question to settle is—had the defendant, in view of the facts stated in the defendants' answer, a right to admission as a scholar into a common school of the City of Evansville? The complaint alleges, and the answer in effect concedes, that the plaintiff had resided in the City of Evansville for more than one year prior to the application to the Trustees to admit her into the school; that she was unmarried and between the ages of five and twenty-one. Now, if these were the only facts in the case, it was evidently the duty of the Trustees to admit her into their annual enumeration, and she could not therefore be legally excluded from the beneficial purposes of the school-law. But, as has been seen, the demurrer admits that the plaintiff's father and mother reside and are domiciled in Tennessee, and that her residence in Evansville is not *bona fide*, but was assumed merely for the purpose of an education in the common schools of that city. Hence it is insisted that in point of law the plaintiff has no domicil in this State, and that the statutory provisions referred to entitle no children, save those domiciled in the township, to be enumerated by the Trustees or to admission into the common schools.

"As a general rule, the domicil of a minor not emancipated is that of his parents, and we perceive nothing in the facts before us tending to make this case an exception to the rule. Evi-

dently, the domicil of the plaintiff was in Tennessee, not in Indiana, and she was not, therefore, in legal contemplation, a resident of the City of Evansville. *Nor was it competent for the plaintiff, either by the assent or compulsion of her parents to become such resident on purpose, merely to acquire an education.*

"But the statute says, 'The trustees of the township shall establish, etc., a sufficient number of schools for the education of the children therein,' and 'shall make an enumeration of the children within their respective townships.' This, literally construed, would embrace all children who might be within the township at the time such schools were established or such enumeration was made.

"We are not, however, inclined to adopt that construction The whole enactment plainly intends that the children who reside or are domiciled in the township in which such enumeration is made, are alone entitled to participate in the benefit of the common schools therein established. It follows, the plaintiff, having her domicil without the State, was rightly excluded by the School Trustees of Evansville."

The court ordered the judgment reversed. Under our statutes, the conclusions seem to be warranted—

First.—By the system of free schools which exist throughout the State, every minor between the prescribed ages, resident in the State, is entitled, at the place of his or her actual *bona fide* residence, to common-school education free of charge.

Second.—Each locality is taxed for the support of its common schools, and the apportionment of the tax is according to the

number of minors between the prescribed ages who are actual residents of the locality.

Third.—There is no evidence of any intention on the part of the Legislature to give to one portion or locality a better class of free schools than are provided for any other locality.

Fourth.—Every minor is to be educated at the place of its actual, *bona fide* residence, and where taxes are paid to secure to him or to her that free education.

Fifth.—A boarding and lodging by a minor within the city, who leaves the home of his or her parents in another State or county, merely to gain the opportunity to attend our public schools, does not constitute such minor a resident within the meaning of the statute.

Sixth.—Where a parent residing in another State, or in another county, sends his minor child to the City of New York for the temporary purpose of enabling that child to attend and receive the benefit of our public schools, in no wise parting with his control over such child, and intending that the child shall return to him as soon as that temporary purpose is accomplished, such child, although not returning to its parents, except at considerable intervals of time, is not a resident in the City of New York within the meaning of section 35 of the Acts organizing and regulating our free-school system within the City of New York.

Respectfully submitted.

AARON J. VANDERPOEL,
Of Counsel.

NEW YORK, *October* 19, 1869.

ANNUAL REPORT

OF THE

PRESIDENT

OF

The Normal College

OF

THE CITY OF NEW YORK,

FOR

THE YEAR ENDING DECEMBER 31, 1872.

NEW YORK:
N. Y. SCHOOL JOURNAL PRINT, 119 & 121 NASSAU ST.
MDCCCLXXIII.

number of minors between the prescribed ages who are actual residents of the locality.

Third.—There is no evidence of any intention on the part of the Legislature to give to one portion or locality a better class of free schools than are provided for any other locality.

Fourth.—Every minor is to be educated at the place of its actual, *bona fide* residence, and where taxes are paid to secure to him or to her that free education.

Fifth.—A boarding and lodging by a minor within the city, who leaves the home of his or her parents in another State or county, merely to gain the opportunity to attend our public schools, does not constitute such minor a resident within the meaning of the statute.

Sixth.—Where a parent residing in another State, or in another county, sends his minor child to the City of New York for the temporary purpose of enabling that child to attend and receive the benefit of our public schools, in no wise parting with his control over such child, and intending that the child shall return to him as soon as that temporary purpose is accomplished, such child, although not returning to its parents, except at considerable intervals of time, is not a resident in the City of New York within the meaning of section 35 of the Acts organizing and regulating our free-school system within the City of New York.

Respectfully submitted.

AARON J. VANDERPOEL,
Of Counsel.

NEW YORK, *October* 19, 1869.

ANNUAL REPORT

OF THE

PRESIDENT

OF

The Normal College

OF

THE CITY OF NEW YORK,

FOR

THE YEAR ENDING DECEMBER 31, 1872.

NEW YORK:
N. Y. SCHOOL JOURNAL PRINT, 119 & 121 NASSAU ST.
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REPORT.

NORMAL COLLEGE,
NEW YORK, December 31, 1872.

To the Board of Public Instruction:

GENTLEMEN: In accordance with the By-Laws of your Board, I beg leave to present my report of the Normal College for the year ending December 31, 1872.

STATISTICS.

Number of students on Register January 1, 1872	1,039
" " " since admitted	408
" " " who left by graduation	135
" " " who left on account of sickness	72
" " " who left by becoming non-residents	14
" " " who left on account of dissatisfaction	10
" " " who died during the year	2
" " " who left for other causes (chiefly because not promoted)	243
Number of students on Register Dec. 31, 1872	971

Average attendance to June 28, 1872	860
" " to Dec. 31, 1872	874
Number of students in the Introductory Class	512
" " " " Sophomore Class	266
" " " " Senior Class	193
" " " " First Grade	401
" " " " Second Grade	111
" " " " Third Grade	166
" " " " Fourth Grade	100
" " " " Fifth Grade	83
" " " " Sixth Grade	110

The students are divided into three classes—Introductory, Sophomore and Senior—corresponding to the three-years' course of study; and these are sub-divided into six grades, the first being the lowest and the sixth the highest. This classification permits half-yearly examinations and promotions, and enforces a strict responsibility at short intervals.

Your Board very properly abolished the February examination for admission to the College, and thus allowed the Public Schools an entire year for a more thorough preparation of their pupils. This entailed a loss to the institution of about 350 students; and although the admissions during the past eighteen months have only amounted to 408 (378 from the Grammar Schools by competitive examination and the remainder by private examination) the average attendance is but 95 less than it was last year with double the number of admissions. But if the superior acquirements and higher character of the students be taken into consideration, it will be found that more efficient teachers can be furnished for the schools from the young women now in the College than could have been obtained from three times the number of the class that first entered it. Several circumstances have led to this. The lack of

uniformity in the character of the instruction and training of the students who came to the College from the "Supplementary" classes was a great stumbling block, and caused a thorough grading of the institution to be nearly impossible. This class has almost passed away. The higher course of study—adopted one year ago—in the Public Schools, and the requirement of an additional year to the age of the candidate seeking admission, have had the effect of sending to the College students much better prepared and of stronger mental grasp. It might also be added that the excellent spirit now prevailing among the students and the alumnæ have had a marked influence in elevating the whole tone of the institution.

It is not necessary at this late day to enter into any elaborate argument to prove the usefulness of normal training. It is sufficient to say that wherever Public Schools are the most prosperous Normal Schools are the most numerous. Indeed, it is universally admitted that no system of free public education can be complete without a normal foundation. During the past twenty years Germany, France and England have each given great attention to the establishment and extension of institutions for the training of teachers. It is gratifying to know that the United States is not backward in this good work.

The following statistics may be found of some interest:

NORMAL INSTITUTIONS IN THE UNITED STATES.

New York	11	Wisconsin	5
Illinois	10	West Virginia	5
Ohio	9	Tennessee	4
Pennsylvania	8	Iowa	4
Massachusetts	7	Vermont	3
Missouri	6	Indiana	3

Kentucky	3	Arkansas	1
Minnesota	3	Connecticut	1
California	2	Delaware	1
Louisiana	2	Georgia	1
Florida	2	Kansas	1
Maine	2	Nebraska	1
Maryland	2	New Hampshire	1
Mississippi	2	Rhode Island	1
New Jersey	2	South Carolina	1
Oregon	2	Michigan	1
Virginia	2	District of Columbia	1
North Carolina	2	Utah	1
Alabama	1		

Thus it will he found that every State of the Union has provided for normal instruction except Texas and Nevada. Even the District of Columbia and Utah have not forgotten the professional training of teachers. Massachusetts stands in the front rank, and prepares every year a small army of teachers whose influence extends far beyond her own borders. She has one Normal School for every 208,193 of her population; Illinois ranks next, having one Normal School for every 254,941 of her population; Ohio next, having one Normal School for every 296,140 of her population; and New York, with the greatest number of Normal Schools, has only one Normal School for every 398,432 of her population. These four States, in industry, commerce, enterprise and enlightenment, stand certainly among the foremost in the country, and their population will compare favorably with that of any other country in the world. In this country as well as in Europe the facilities for normal instruction keep pace with the progress of the age. The whole number of Normal Institutions in the United States amounts to one hundred and fourteen (114), fifty-one (51) being State Normal Schools, sixteen (16) city Normal Schools,

twenty-seven (27) connected with colleges and universities, and the remainder supported in various ways.* In these one hundred and fourteen (114) schools there are four hundred and forty-five (445) teachers and ten thousand nine hundred and twenty-two (10,922) pupils. Almost one-tenth of all the normal pupils in the United States belong to the Normal College of the City of New York.

IMPORTANCE OF NORMAL SCHOOLS.

General Eaton says, in relation to Normal Schools: "The idea of the importance of specially training teachers for their profession is steadily gaining ground. States that for a time suspended their Normal Schools have reopened them, and even those having the largest number are disposed to increase them." James Freeman Clark, William Clafflin, John D. Phillbrick and others, constituting the Board of Visitors of the Normal Schools of Massachusetts, make the following statement: "The Board of Education long since felt the importance of establishing professional schools for the instruction of teachers in the art of teaching, and in the face of much opposition, which has mostly died away, succeeded in founding those grand institutions, the Normal Schools, which the people of the Commonwealth have learned to regard with just pride.

THE MODEL PRIMARY SCHOOL

Number of pupils on Register.....310
Average attendance for the year ending Dec, 31, 1872.....261

In this school there are six classes corresponding to the grades of the Primary School Course of Study, and six critic-teachers, appointed from among the most deserving of the Normal College graduates, in charge of them. As a school for the education of

*I am indebted for these figures to Commissioner Eaton's admirable report for 1871.

children it has been quite successful. Miss Martha L. Doak, under the most disadvantageous circumstances, has made the Model Primary School all that the Commissioners could desire. In her annual report to the President of the College she says:

"These figures" (alluding to the attendance) "show, as heretofore, a steady increase, thus giving conclusive evidence that the school has not lost ground, but is in as flourishing a condition as the limited accommodations will allow. I have been obliged to refuse a number of pupils admission in the lower grades, not being able to accommodate them comfortably. We have during the year been so fortunate as to obtain some very efficient aids in instruction, among which I would mention 'Jeffer's Panoramic Reading Chart' and 'Prang's Natural History Series.'"

I must state, however, that as a training school for teachers the Model Primary has been found quite inadequate to meet the requirements of the Normal College. This is not the result of defective organization or imperfect teaching, but arises solely from the fact that there are only six classes and two hundred and sixty pupils in the school. These are not nearly sufficient to permit over one hundred pupil-teachers the opportunity for practice in the arts of instruction and government.

There ought to be at least fourteen classes, and even these should be capable of sub-division into two or three sections each, differing in size, so as to allow the mere beginner the opportunity of commencing with seven or eight scholars, which number might be gradually increased until the pupil-teacher was found able to manage a whole class of fifty pupils. These pupil-teachers should devote almost the entire sixth term to work in the training-school. They should teach at least two hours each day, under the eyes of critic teachers. More young teachers fail from lack of power to govern than from all other causes combined; and yet if we look below the surface it will be seen that the real cause of failure is inability

to make the instruction interesting. While the art of governing children may be improved, it is doubtful if any normal training and practice can impart it. So much depends upon tact, good temper and self-control that not unfrequently an inexperienced young girl proves herself a thorough disciplinarian from the very start; while another, with better culture and some experience, is incapable of maintaining the necessary order for successful teaching. Practice in the Training School would permit a careful sifting of the pupil-teachers, and those found incompetent could be eliminated from the roll of instructors and furnished employment in other callings. A few might evince good powers for imparting knowledge and yet be deficient in discipline. In some of the Female Grammar Schools in which the pupils are to a great extent self-governing this class of teachers might do excellent work. They would be worse than useless in a school of rough little boys. Others might possess the power to manage this rough class, and yet be wanting in culture and logical acuteness. The Model Training School would enable School Boards to select the instructors best adapted for the work required.

TRAINED TEACHERS DEMANDED IN ALL THE SCHOOLS.

It is a grave mistake to limit the instruction in methods to Primary Schools. The Grammar Schools need the very best teachers in the lower classes, in which constant changes are taking place. A young lady may have succeeded in one of the primary grades, and yet when transferred to the upper department may utterly fail. There is such a difference in the ages of the pupils and in the subjects of study that the methods and experience which made her work acceptable below avail her but little in her higher position. A knowledge of the principles of teaching must be studied anew. Reading, spelling, simple numbers, fractions, geography and history are the subjects usually taught, in the lower grades of

the Grammar Schools. If these are thoroughly taught the children would gain at least one year in their education. Has any one ever calculated the enormous saving of money that would follow from this gain of a year? First, over $3,000,000; and, second, one year's labor of 90,000 young men and women added to the wealth of the State.

Without overwork in or out of school, without unwholesome forcing of the intellect, it is quite possible to establish such a system as would enable a child of thirteen years of age to be as far advanced in studies as one of fourteen is at the present time. The single subject of geography consumes more than double the time it ought to receive. Under a vicious system of text-books it is studied in a desultory way, and quickly forgotten. It has been styled "the rope of sand." There is no end to the reviews of geography: and it is doubtful if one-fifth of the towns, rivers, etc., are ever remembered in after life. So, too, with the imperfect teaching of fractions and simple numbers: the teachers in the upper classes are constantly compelled to review. Deficiency in these elementary branches is found a terrible stumbling block throughout the entire course, and leads to difficulties at every step. This imperfect teaching of the first principles causes more loss of time in the advanced classes, and more young people to leave school and "go to work" than all other causes combined. But it is needless to pursue this subject any further. Suffice it to say that it will be absolutely necessary to make provision for the training of teachers for positions in the Grammar Schools.

During the last term of the Course of Study the pupil teachers visit in turn the Model Primary School in St. Mark's place, for the purpose of putting in practice the lessons previously received on the methods and principles of teaching. Miss Ida Bruce, a graduate of the Oswego Training School, has given especial attention to

object teaching, as well as to the art of instruction generally. Her work in this important department has been most satisfactory, and its influences in time must exert a most beneficial effect on the Primary Schools. In her report to the President she says:

"This instruction has been given in two grades, beginning in the Fifth and completed in the Sixth, with two lessons a week in each class. In the Fifth Grade there was sufficient of mental science taught to form a basis for succeeding work. The principles of education were freely discussed as the proper forerunner of particular methods. In the Sixth Grade the course has been as follows: Discussion of methods of giving lessons on miscellaneous objects, form and color, the pupils being required to analyze and arrange the subjects, to prepare matter and plans for lessons on the different points which were criticized and corrected in class, and to give, as often as practicable, specimen lessons.

"In all this work we have endeavored to promote free intellectual discussion, and to lead the pupil teachers, while avoiding any set mechanical method, to judge of the correctness of their work by its conformity to, or violation of, the principles which they themselves have established. We have not so much showed how to teach certain subjects as to give a broad comprehension of the true philosophy of education, using the few subjects discussed for the purpose of illustrating the principles. Having this discipline, it was thought the pupils would be able to arrange independently a correct course of instruction in any subject they might be required to teach.

"While this thorough comprehension of underlying principles has been our first object, we have, however, also endeavored to send our pupils forth as teachers with some of that practical skill and readiness which we know would be expected of them, but which only actual experience in the work can give.

It must never be forgotten that above and beyond all intellectual culture, professional training in the theory and practice of teaching should be the great aim of every normal institution, and all

the appliances and technical instruction requisite for this purpose should be liberally supplied by the Board."

Professor Dundon makes the following report to the President in relation to the subjects under his care :

LATIN.

"Now, as to the method of instruction, this is to be observed, that in the Latin branch our aim has been at *thoroughness*, keeping constantly in view the motto, 'festina lente.'

"From the beginning there was a disposition to care too much for translation and too little for the mental discipline to be derived from the study of inflexion, idiom and syntax. But time and persistence on the part of my tutors have turned the tide, and the difficulties of the language having been mastered, our students now enter on translation with confidence and zeal.

"Owing to the limitation of our course, it is to be regretted that our choice must be confined to one classic author. True educational equality demands that the same range of authors be extended to both sexes."

ENGLISH LITERATURE.

"This is, undoubtedly, one of the favorite studies with our collegians. Here the attention has been directed not so much to biographical details, anecdotes, etc., or to the reading of extracts, but to solid criticism, analysis of the writer's mind and style, the influence exercised on his own and succeeding ages. The fruits are obvious; a sound judgment, a more solid information, a more refined taste, and, lastly, an aversion to that silly literature which is the bane of our time.

"In this connection composition has been cultivated; frequent extempore essays were required, and the higher marks were the reward of those who give evidence of reading and originality.

"Here again the same truth regarding the limitation of the course will apply to the fullest extent. Only consider the work to be

done—to pass in review the poets, dramatists, orators, historians, humorists, philosophers, critics, satirists, novelists and essayists of nearly one thousand years: and, further, reflect that the time at our disposal covers one short year of forty weeks. Deducting from the eighty hours devoted to this subject twenty hours (a fourth) for questioning and composition, three or four for holidays, see how little remains for a work of such magnitude!

"The remedy is plain: extend the study over two years, and appoint a tutor to instruct in biographical details during the first year, leaving the solid work of criticism for the graduating term."

HISTORY.

"In this branch of study very little importance has been attached to the records of battles, sieges, succession of kings, or movements of courts.

"The instructors have laid stress on the progress of industry, commerce, invention and social amelioration. One thing has been effectually banished from our students—the pernicious habits elsewhere acquired of committing to memory the words of the text-books."

RHETORIC.

"While the theory of this subject has not been neglected, attention has chiefly been directed to practice. Paraphrasing the dictum of Demosthenes, that oratory was action, we have made this branch turn on composition. The topics selected have been adapted to the age, acquirements and mental strength of the writers, and the progress steady, uniform, and, it is to be hoped, enduring."

"I have to close with an acknowledgment of the fidelity, industry, and ability of my tutors. Where all have been so successful, special mention would be invidious. They well deserve my thanks, the expression of which I here record."

MATHEMATICS, PHYSICS, AND CHEMISTRY.

Professor Gillet reports as follows :

INTRODUCTORY CLASSES.

"In the introductory classes algebra and natural philosophy are begun and geometry is completed. Owing, I suppose, to the fact that the new advanced course for the Public Schools was not settled upon till late in the year, many of the classes came so poorly prepared in algebra and geometry that we were obliged to begin anew with both of these subjects in the first grade.

"Natural Philosophy is begun in the second grade. I, myself, give one experimental lecture a week to each class in the grade, and Miss McGregor follows with three recitations."

JUNIOR CLASSES.

"In the Junior Grades algebra, solid geometry, descriptive astronomy, and trigonometry and chemistry, so far as at present taught, are completed, and mathematical astronomy is begun.

"The algebra should be finished in the third grade, but owing to an unfortunate oversight in the arrangement of the programme two terms since, by which algebra was almost entirely omitted in the First Grade, it will be necessary to carry the algebra into the Fourth Grade. I think this can be done without special difficulty, as my time will necessarily be so fully occupied with other classes, that it will probably be impossible for me to teach chemistry in the fourth grade next term.

"My present plan with astronomy is to have Miss Matthews teach descriptive astronomy in the third and fourth grades with the use of Rolfe and Gillet's Hand-Book of the Stars as a text-book, and then have Miss Woods follow with a course of mathematical astronomy in connection with trigonometry in the fourth and fifth grades. We are now at work in the third and fourth grades in accordance with this plan, but it will take another term to complete its execution, and before I can pronounce a definite judgment as to the result. But from the work this term, so far as my limited opportunities have enabled me to observe it, I should

say that the result will be entirely satisfactory, and that hereafter the work in astronomy will be done as thoroughly as any in my department. I hold that descriptive astronomy is more important than mathematical astronomy, and that it should by all means be taught first.

SENIOR CLASSES.

"In the senior classes natural philosophy is completed and reviewed, and astronomy, algebra and geometry are reviewed.

"Owing to a variety of circumstances, among which the bad grading at the opening of the College is most prominent, the senior classes are very poor in algebra and astronomy, and only passably good in natural philosophy. Miss Woods has been teaching these classes in algebra and astronomy with marked ability, earnestness and fidelity, but she pronounces the result of her teaching as very unsatisfactory, and says she must have more time next term, in order to make the young ladies at all thorough in these two branches I think, without more time next term, I can give the young ladies a creditable preparation in natural philosophy.

METHOD OF TEACHING.

"In my department natural philosophy and chemistry are taught by lectures, but the lectures are in every case followed by minute and repeated catechising either by myself or by my assistant. In the fourth, fifth and sixth grades the lectures and catechising are followed every month or at the end of a topic by a written examination, upon which alone the young ladies are marked. I began this system of monthly or *topical* examinations at the beginning of the present term, with some doubts as to its success, but my doubts soon vanished. And now, although my time is so fully occupied with teaching that I have no time to examine papers during college hours, and, although I have in addition to take considerable time out of college hours in preparation for my experimental lectures, nothing could induce me to give up these monthly examinations. When pupils are marked upon their daily recitations there is always a strong tendency to concentrate their intellectual efforts upon the work of the day,

and so many fail to gain a firm grasp of the various topics as a whole. When, on the other hand, pupils are marked only upon the semi-annual examinations, there is almost an irresistible tendency to procrastinate, and to trust to a few days cramming just before the examination. With monthly or topical examinations I find that both these unwholesome tendencies are avoided, or, at least, reduced to a minimum.

"I hold 'short lessons thoroughly learned' to be the basis of all rapid progress on the part of the majority of pupils. By close and careful attention one may cram his mind rapidly with knowledge, but it takes time and repetition, as well as attention, to assimilate it. It is folly to take food more rapidly than it can be digested."

APPARATUS.

"We have added somewhat to our philosophical apparatus during the year, but have not thought it best to add largely to our stock until we shall have moved into our new college building. We have now as much apparatus as we can comfortably use in our small lecture room, but I think we ought to have a great deal more when we have more commodious rooms; and, as we cannot at a moment's warning go into the market and buy good apparatus, it seems to me that we ought now to order what we shall want to put into the new College building next Fall.

"We shall naturally wish to make a good appearance at once on entering the new building, but if we wait till we enter the building before we order the apparatus, we shall appear poverty-stricken for at least six months or a year. I think this matter should be brought to the notice of the Committee immediately."

NATURAL SCIENCE.

It has been a great misfortune for the Normal College that the health of Dr. P. M. W. Redfield should have failed. As Professor of Natural Science he had performed an excellent work for the institution: and in the department of physiology, anatomy and hygiene his labors have been invaluable. Besides supervising the studies under his care, he gave eighteen lectures per

week to the three highest grades. His work became the more exhausting from the fact that he had dispensed with text-books and relied solely on his own resources. His zeal and enthusiasm, combined with four hours speaking each day, superinduced without doubt the illness under which he is now suffering. Your Board did a generous as well as a just act in granting Dr. Redfield four months' leave of absence, and it is to be hoped that a kind Providence will soon restore him to his family and to the College. During the Professor's absence the Board, on recommendation of the Committee on Normal College, appointed Professor E. H. Day temporarily to fill the vacant chair of Natural Science. I have been pleased with Professor Day's work, especially in the subjects of geology and mineralogy, in which he is thoroughly proficient.

The following is his report of the work performed by him since September last:

"The instruction has been distributed as it was under the supervision of Professor Redfield; Miss Holman has given that required in zoology; Miss Goodwin that in botany; whilst I myself have given courses of lectures, accompanied by demonstrations on physiology, mineralogy, geology and paleontology. A detailed statement of the grades and of the number of classes instructed, of the subjects and of the number of hours devoted to each, and of the progress of the instruction is appended. With regard to my own share of the work, I would respectfully state that in the subject of physiology I have endeavored, as far as possible, to conform to the plan and course of Professor Redfield. In geology I have striven to impart a sound knowledge of the elementary principles, with the view of qualifying the pupils hereafter, if desirous to pursue the science more thoroughly; causing them to realize, I trust, not only its interest and importance, but also the philosophic character of the study. The course of paleontology given to the sixth grade has been designed at once to forward the geological course and to supplement the instruction already given in zoology. In the courses to the various grades on

mineralogy my aim has been, in the first place, rather to teach in considerable detail how minerals are to be studied, compared and recognized, and thus to prepare the pupils to give instruction hereafter upon them, than to go cursorily over the characters of a large number of minerals. Secondly, to lay a firm foundation for a superstructure of geology; and, thirdly, to enforce the economic importance of the study.

"All the instruction of this department has been accomplished without the aid of text-books, and in my own particular branches very little study out of the class room has been required of the pupils. The progress in the geological studies has been much impeded by the want of accommodation and of illustrative specimens and diagrams. In accordance with the permission of the Committee, a collection of fossils has been received from Dr. J. S. Newberry; but I would respectfully draw your attention to the fact that, though they can not be displayed for want of room, they ought to be kept at once safe and accessible."

DETAILED REPORT OF PROGRESS.

Grade.	Subject.	Hours.	Progress.
Sixth Grade.			
Two Classes, each three hours per week. Instructor, E. H. Day. Sept. 18 to Dec. 19.	Mineralogy...	14	The principal rock-forming Minerals and Gypsum Barytes, Rock-Salt, Sulphur, etc., (of minerals of economic importance).
	Palæontology.	10	Invertebrate Fossils. Foraminifera, Sponges, Coral, Crinoids, Echinoderms, Molluscs, etc.
	Geology.....	14	Physical Geology. The nature and agents of Geologic change. Water, Heat, Pressure, Life. Denudation, Reconstruction, Rocks and their classification. Volcanoes and associated phenomena.
Instructor, Miss Holman. February to June, and Sept. to Dec. 17th.	Zoology.....	2 Per Week.	The Articulates in general. The sub-orders of Insecta, Arachnida and Myriapoda. Details of some families of above. Commenced Crustacea Vertebrates in general. Orders and Families of Mammals, commenced.

DETAIRED REPORT OF PROGRESS.

Grade.	Subject.	Hours.	Progress.
Fifth Grade.			
Two Classes, each three hours per week. Instructor, E. H. Day. Sept. 18 to Dec. 19.	Mineralogy...	13	Water, Ice; the nine principal rock-forming Minerals.
	Geology.....	15	Physical Geology (as in Sixth Grade).
	Physiology...	10	Digestion, Circulation and Respiration.
Instructor, Miss Holman. February to June. Sept. to Dec. 17th.	Zoology.....	2 Per Week.	Introduction to Classification. Structure of organs in the Branches and principal classes.
Fourth Grade.			
Three Classes, each three hours per week. Sept. 18 to Dec. 19. Instructor, E. H. Day.	Mineralogy...	13	Water, Ice, and rock-forming Minerals.
	Physiology...	13	Osteology.
Third Grade.			
Four Classes, each three hours per week. Instructor, Miss Goodwin	Botany.....	3 Per Week.	Parts of the Flower; Inflorescence, Forms of Leaves, etc.

THE GERMAN AND FRENCH LANGUAGES.

Dr. Charles A. Schlegel, Professor of German and French, has reported as follows:

"The instruction has been divided between myself and the tutors of the department, Madam Bassié, Mlle. de Wailly and Miss Mitchels, as follows: Instructed in French, during the first half year, the Fifth and Sixth Grades, consisting of three classes each, two hours a week: German in the Fourth Grade, consisting of two classes, one hour a week; in the Fifth Grade, consisting of three classes, two hours a week; and in one class of the Sixth Grade, two hours. During the last term, owing to the fact that the First Grade was considerably increased by the newly-admitted students I gave but one lesson a week in the two classes—A^5 and A^6—in which the students had chosen between the two modern languages. On the other hand, I gave instruction in German from the Second through the Sixth Grade, with two lessons a week in

the Second, Fifth and Sixth Grades, and one lesson a week in the Third and Fourth Grade classes, in which the French is the leading language.

"Madam Bassié has given instruction in French in all the classes of the Second, Third and Fourth Grades, besides one hour of French conversation in the Fifth and Sixth Grades.

"Mlle. de Wailly taught the French in the First Grade, two lessons a week, and performed a portion of the work in German, giving one lesson a week, the latter language being the leading language in the lower grades.

"Miss Mitchels has given the instruction in German in all the classes of the First Grade, and, during the previous term in the Second and Third Grades also.

"In the lower grades we have endeavored to lay a good foundation by systematic instruction in the elements of grammar, so that in the upper grades the students were able to read a few pieces in prose and one poem selected from the easier classic authors. These pieces were considered not only as exercises in reading, but they were carefully translated into English, pointing out all the grammatical and idiomatic differences between the English language and the foreign tongue, thus assisting indirectly the facility of expression in the mother tongue of our students. In the upper grades the pupils were also gradually prepared for practical conversation.

"Considering the little time that it was possible to give to the German and French, I certainly do not overrate our work in saying that we have been as successful as could have been expected. Several of the graduates of last summer were perfectly qualified to instruct in one, or even in both foreign languages, and *I am convinced that we shall be able to provide the Grammar Schools of this city with able teachers of German and French* when our pupils shall have graduated who commenced the study of the modern languages in the First Grade classes."

DRAWING.

This important branch of study has been most ably and faith-

fully taught by Miss Caroline Covell. Although she has labored under very great difficulties, not the least of which has been infirm health, she has been signally successful. Frequently she has given instruction when she should have been at home under the care of a physician. Her system is the right one for those who intend to be teachers. It will impart facility with the chalk, and enable the instructor to make correct diagrams on the black-board. It is so much easier to reach the understanding of the young through the eye than through any of the other senses. Mere "picture making" has been discarded by Miss Covell, and linear and perspective drawing insisted upon. Some of the advanced classes have been drawing from casts; and it is expected that not a few of the students will be able, before the expiration of the next year, to draw from life. Just as soon as facility in drawing lines and curves is acquired, the students are put to draw from objects. Our design is not to make artists; it is to so instruct the teachers that hereafter, in the class-room, they may have the power to illustrate their instruction by means of correct figures. Miss Covell needs an assistant in her department. She reports as follows:

Term beginning February, 1872.

"The classes of the First Grade were taught proportion and exact drawing on the right line on various figures. The classes of the Second Grade drew the circle and ellipses on various inclinations; the spheroid and corresponding curves; also began the study of perspective. The classes of the Third Grade were taught linear perspective, right line and plane.

"Class B 4th also studied linear perspective this term, as they were unable to leave the drawing of curved lines any sooner.

Term beginning September, 1872.

"The classes of the First and Second Grades have been taught in all respects as the classes of the same grades were during the previous term, with, to me, more satisfactory results.

"The classes of the Second Grade have never before drawn such difficult curves; they are now commencing linear perspective.

"With painstaking I have guarded pupils against fatal facility, seeking to lead them to observe closely and draw exactly, believing this the necessary foundation for good drawing.

"The Third Grade have been drawing problems in linear perspective. They have not pursued this study theoretically, but have applied each problem in nature As a part of Class D 3rd had previously gone over this subject, I gave to this portion practice in curvilinear drawing.

"Class B of the Fifth Grade has drawn from objects.

"The classes of the Sixth Grade have also drawn from objects. As these classes were large, and the class-rooms not arranged with a view to drawing from the object, I have been obliged to place numerous models, in order that each pupil would be able to see one; for this reason it was necessary for me to give more individual instruction."

PENMANSHIP AND BOOKKEEPING.

Report of Miss Jane Harkness—

"The classes under my tuition are those of the First Grade, four of which—A, D, E and I—have received two lessons each per week; two others—C and G—three lessons each; and the remaining three—B, F and H—but one each. Of course the last three classes have suffered somewhat.

"Bookkeeping and Penmanship have been taught alternately. In the former branch the first half-dozen lessons were devoted to definitions, followed by slate exercises in Journalizing.

"This gave place to practical illustrations of the entire science in pen and ink, to and including the Gain and Loss Accounts in some classes, and the Trial Balance in others. Bookkeeping blanks will be brought into requisition next term.

"Owing to delay in the furnishing of copy-books, regular instruction in writing was postponed nearly two months. Five of

the classes—namely, A, B, D, F and H—are using No. 4; the others—C, E, G and I—No. 3. This distinction was made because of an evident and general superiority in the use of the pen in the first-mentioned classes. From five to seven pages have been written with very satisfactory improvement. In this connection I am pleased to say that the tendency to small and cramped writing is disappearing, and in its stead we have a free and firmer style. Despite the fact that my branches are not "links," and are, in a great measure, unimportant, even, the spirit of interest and co-operation manfested is in a high degree praiseworthy and encouraging."

CLASS HONORS.

GRADUATION OF 1872.

The OTTENDORFER Gold Medal for proficiency in the German language was awarded to Miss ANNIE KING. The OTTENDORFER Silver Medal for same to Miss GRACE OBENDERFER.

The BARRON Prize for Elocution, $50 in gold, was awarded to Miss NELLIE AUGUSTA NICHOLLS.

The BARRON Prize for singing, $25 in gold, was awarded to Miss MINNIE CASH.

The ALLUMNÆ Gold Medal, for proficiency in Physics, was awarded to Miss MARY ADAMS PATTERSON.

The KELLY Silver Medal, for proficiency in the Methods and Principles of Teaching, was awarded to Miss ANNIE BAKER.

The KELLY Bronze Medal, for same, was awarded to Miss MARY ADAMS PATTERSON.

The KANE Gold Medal, for proficiency in Physiology, was awarded to Miss EMMA F. HALL.

The SECOND PRIZE For Elocution, Shakespeare's works, was awarded to Miss MAGGIE ROBINSON.

The Judges in the Competitive Examination in German were Hon. Magnus Gross and Professor Herberman.

The Judges in the Competitive Examination in Elocution and Singing were Hon. John R. Brady, Hon. Algernon S. Sullivan, and Hon. Nathaniel Sands.

The Judges in the Competitive Examination in the Methods and Principles of Teaching were Professor D. B. Scott, Assistant Superintendent Calkins, Miss Clara M. Edmonds, Miss Mary A. Simms, and Mrs. Sarah A. Jarvis.

The Judges in the Competitive Examination in Physiology were Professor Charles A. Budd, M. D., Professor William Darling, M. D., and Eugene Peugnet, M. D.

The Judges in the Competitive Examination in Physics were Hon. William Wood and Professor Gillet.

On the evening of the Commencement a letter was read from the Hon. Wilson G. Hunt stating that he would invest a sum sufficient to found a gold medal to be given to any department of instruction that the Committee on Normal College might select. Mr. Hunt's liberal offer was gratefully accepted, and the medal was set apart for the study of Latin. But perhaps the most gracious act yet performed toward a young institution was that of the Alumnæ of the College, in founding a gold medal for the Department of Physics. The elder sisters who have passed away contributing their money (many of them from slender earnings) to sustain and encourage their younger sisters, as well as their *alma mater*, is a very pleasant sight to see!

The Board of Public Instruction made a grant of $150 for the purchase of books, to be awarded to the highest scholar in each class. The following are the names of the successful students:

Miss Naomi Moore, A6,
" Lizzie A. Hare, B6,
" Katie F. Burke, C6,
" Lizzie A. Murphy, D6,
" Sarah M. Ferguson, A5,
" Clara Collard, B5,
" Carrie L. Moore, C5,
" Urlaville Wilbur, A4,
" Caroline C. Jackson, B4,
" Jemima Haslett, A3,
" Charlietta Curtis, B3,

Miss Elizabeth Hunter, C3,
" Lulu B. Tunis, D3,
" Phenie R. Fisher, A2,
" Maria T. Kiernan, B2,
" Allie H. Valentine, C2,
" Sarah A. Jones, D2,
" Frances Robinson, E2,
" Mary Ward, A1,
" Fanny Grady, B1,
" Clara Thomas, C1,
" Bertha Adler, D1,

Miss Rachel Walters, E1,

Statistics of Examination of Candidates for Admission to the Normal College, June, 1872.

No. of School.	No. Admitted.	No. Rejected.	Av. per cent. of the No. Exam.	Av. per cent. of the No. Adm.	No. of School.	No. Admitted.	No. Rejected.	Av. per cent. of the No. Exam.	Av. per cent. of the No. Adm.
1	8	3	69 1/17	74 1/2	29	none	—	—	—
2	—	none	—	—	30	3	0	69 1/2	69 1/2
3	17	4	74 8/17	78 17/17	33	18	1	79 1/2	80 6/17
4	1	2	60 1/2	67	34	5	3	64	72 1/2
5	4	1	63 3/5	69 1/2	36	none	—	—	—
7	3	0	—	—	37	15	0	84 1/15	84 1/15
8	none	—	—	—	38	13	4	69 5/15	75 1/2
9	5	2	67 1/2	73	39	12	0	77 1/12	77 1/12
10	12	2	76 3/4	78 1/2	41	13	0	80 13/25	80 13/25
12	7	0	72 1/2	72 1/2	42	5	1	74 1/2	76 1/2
13	11	1	72 1/2	74 1/17	43	2	0	81 1/2	81 1/2
14	12	3	70 7/8	74 1/2	44	12	0	81 5/12	81 5/12
15	none	—	—	—	45	20	0	85 1/2	85 1/2
17	12	1	72 8/15	77 1/2	46	1	0	82	82
18	11	0	81	81	47	30	0	84 17/30	84 17/30
19	11	6	74	79	48	17	0	83 1/17	83 1/17
20	8	0	78 1/2	78 1/2	49	19	0	80	80
21	5	2	69 1/2	70 1/2	50	9	0	79 1/2	79 1/2
22	none	—	—	—	51	none	—	—	—
23	3	0	70	70	52	1	0	77	77
24	4	2	63 1/2	68 1/2	53	8	0	83 1/2	83 1/2
27	7	1	73 1/2	75 1/2	54	7	1	71 1/2	74 1/2
28	6	3	64 1/2	70 1/2	56	18	1	78 1/2	79 1/2

PUNCTUALITY, ATTENDANCE, DEPORTMENT, ETC.

Taking into account the fact that the students come from all parts of the city, the punctuality and regularity of attendance have been most gratifying. There were days during last fall when, out of a register number of over one thousand, there were only about thirty absent and five late; and on several occasions there were only three late students. The attendance of a school is a sort of barometer, indicating the amount of interest felt by the scholars and the amount of good teaching performed by the instructors. The spirit now prevailing among the students is all that could be desired. During the three years that the College has been in existence not a single student has been expelled, not one suspended, and not one reported to the Board or to the Committee especially in charge of the institution. Not more than half a dozen cases for discipline have ever been reported to the President, and these were so trivial in their nature that they were easily disposed of. The students have been, to a great extent, self-governing, because their rights have been properly respected. When the principle of self-respect is once established order and good government naturally follow. Too much ordering, the multiplication of rules and regulations and the too rigid enforcement of unnecessary physical constraint may convert students into human machines, moving like clock-work, but they are at war with true intellectual growth, and have a most pernicious influence on bodily health. The wide experience of Miss Lydia F. Wadleigh, the Lady Superintendent, may be found both useful and interesting. She says:

"We judge of results by comparison, and we can best estimate the present condition of the College in morals and discipline by contrasting it with the past. The annual reports of the institution since its organization have shown a constant and a satisfactory improvement. This is due in a great measure to the faithful co-operation of the instructors, who, in connection with intellectual cul-

ture, have sought to develop and foster the higher nature of the students. The inharmonious element which at the outset composed the College was very difficult to methodize, or to reduce to any uniform order. The habits of discipline had been so unlike that it was almost impossible to secure any satisfactory degree of method. Indeed, there seemed an unaccountable perversity in some to conform to any disciplinary requisition. Very different in this respect are the accessions which are now made to the College. There is generally a willingness to observe rules and a judgment in discerning the adaptation of things which shows a higher degree of fitness for the College, and reflects great credit on the schools from which they come. The order and discipline of those last admitted have been very commendable. The embarrassment arising from crowded rooms and from other local inconvenience conflicted greatly with the quiet and graceful order desirable. The change of classes and the general assembling of the College are conducted under great disadvantages; but considering all these and the absence of any drill for these purposes, I think the order generally very good, since *it is the result of self-control*, and far more satisfactory than a more exact order secured by strict vigilance.

"Herbert Spencer, in his 'Moral Education,' says: 'The aim of educational discipline should be to produce a self-governing being, not to produce a being to be governed by others; and as every one, at some time of life, must be left to his own control, we cannot too much accustom him to self-control while pursuing his education.' He says: 'The best rule in politics is not too much rule, and the same is true in education. The fewer rules the better, but what there are should be enforced with decision and judgment. Penalties should be seldom imposed, but when they are, like the penalties of inanimate nature, should be inevitable. Penalties which the necessary reaction of things brings round; penalties which are inflicted by impersonal agency are the most effective for moral reform.'

"The order and discipline of a class are generally the standard of its moral tone. Whenever the manners of a class denote refinement and cultivation, and there is a practical observance of courtesy among its members, there is generally self-respect—respect

for law and a higher tone of morals. The two literary societies belonging to the College have exerted a most beneficial influence on the study of language. The essays and debates have shown the young ladies the necessity and importance of history, rhetoric and English literature. The weekly meetings, conducted solely by themselves, have taught them the value of order, and the power of law. Feeling the necessity of rule, they more readily conform to the regulations of their instructors. As future teachers, they must derive great benefit from the facility of expression, and the self-poise and self-reliance acquired in animated debate upon all kinds of subjects. Already it has been discovered that the best elocutionists as well as the ablest class-teachers are the young ladies who took the most active part in the exercises of the two literary societies. Everything possible should be done by the Board and the Committee on Normal College to sustain these societies, for they are in themselves a sort of preparatory normal schools for professional training."

THE NORMAL COLLEGE CURRICULUM.

The nature and extent of the work performed in each department of study have been set forth by the different professors and by the instructors, whose duty it is to report directly to the President. The course is not as extensive as appears on its face, because little more than the elements of some of the branches of Natural Science is ever taught, and this chiefly by means of lectures and without the aid of text-books or home study. The instruction in Drawing and Music is given more for the purpose of enabling the future teachers to perform efficient work in the schools than to develop artists or musicians. In the study of language, particular stress is laid on a thorough command of English; and this, the mother tongue, together with the Latin, permeates the whole course of instruction. Facility of expression, taste in the selection of words, and accuracy and simplicity in the construction of sentences—all so essential to correct teaching—have been constantly and carefully inculcated by all the instructors. There are

certain branches of study which we have denominated "link' studies; and a failure in any two of these is fatal to promotion or graduation, no matter how perfect soever the student may have been in other respects. These studies are the necessary links in the chain of a liberal education: and they include English, Latin, Mathematics and Physics. French, German, Music, Drawing and some of the Natural Sciences, which may be pursued somewhat independently, are not estimated at the same value as the former. According to this system of values the course is specially adapted to train teachers for intelligent work outside of and beyond the matter of the text-books. It would take a whole life time to make a scientific geologist, but that is no reason why a teacher should not know enough of the elements of geology to enable him to be a thorough teacher of physical geography. In a common reading lesson allusions are often made to many things, a clear explanation of which demands on the part of the instructor some acquaintance with the ordinary phenomena of nature. It is a great mistake to suppose that the teacher should not be required to know much more than is taught in the class. The influence of a teacher having a full mind is felt by all the pupils; it tells on the class in a hundred ways; and, above all, it inspires the young with respect and confidence. The teacher who brings the powers of a trained intellect to bear upon his work will teach the alphabet much better than one whose mind has not received this cultivation. I feel that these are truisms, and would not allude to them were it not for the fact that some think that the educational requirements for the primary schools are too high. I believe it would be a mistake to lower the standard of qualification, and trust that your Board will never consent to do so. Perhaps too much attention is given in the Normal College to mathematics; but it is hoped that the present course pursued in the Public Schools will enable us to devote more time in the future to the study of language. The mathematical course should be completed in the Third Grade, or at

the end of half the three-years' course of study. This would give ample time for Intellectual and Moral Philosophy, Logic and Literature—subjects which impart mental acuteness and comprehensiveness of grasp. The course in history commences with the ancient empires of Western Asia, and with Egypt, chiefly by means of lectures, after which Greece is taught in the First Grade, Rome in the Second, and England in the Third. It would be very desirable to institute a course of lectures upon the United States, and contemporaneous leading events in Europe, as a fit termination of the historical studies; but want of time prevents this at present. A great deal of valuable time is now consumed in repeating the same lectures in three or four different classes of precisely the same grade, because there is not sufficient accommodation to bring them all together. Lecturing, however, as a method of teaching is nearly useless, unless followed up by close, careful and frequent catechism. The habit of note taking is sometimes carried to excess, and leads to inattention and mental indolence. Many of the evils and deficiencies complained of can only be remedied in the new College building now so nearly finished.

THE KINDERGARTEN SYSTEM.

I regret exceedingly that the experiment initiated by Dr. Douai to test the merits of Froebel's system was not successful. It is not necessary to enter here into any explanation as to the cause of failure; it is enough to know that the fault is not in the system itself, for recent investigations in Germany have revealed the fact that the young men belonging to the gymnasia and the Universities who had received a Kindergarten training in childhood made the best and most accurate scholars. In the new Model School with ample accommodations and appliances, so near the Central Park, and surrounded with grounds abounding with shrubs and flowers, it would be wise to form a Kindergarten class and give the system another trial. Human happiness, founded on

habits of industry, (mental and physical,) on order, harmony, obedience and a sense of mutual dependence form the basis of the great German's system. To some, the plays and games appear silly and a waste of time; but it will be found on close examination that there is a true philosophy behind them.

I would say in conclusion that every professor and teacher has worked throughout the year with zeal and energy; that the punctuality and regularity of their attendance have been most satisfactory; and that perfect harmony and great cordiality have always existed among them. That there is manifest difference in the attainments and ability of these instructors is evident; but when all have been faithful and anxious to perform their duties, any comparison would be both invidious and inexpedient.

I thank your Board and the Committee on Normal College for the deep interest you have taken in the institution; and to the College Committee in particular, whose labors in behalf of the students have been laborious and unremitting, we owe a deep debt of gratitude.

All of which is respectfully submitted,

THOS. HUNTER,

President.

DEDICATION

OF THE

New York Normal College Edifice,

OCTOBER 29, 1873.

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NEW YORK NORMAL COLLEGE.

THE New York Normal College had its origin in the imperative necessity of providing a sufficient corps of trained teachers to meet the increasing wants of a rapidly growing metropolis. Previous efforts in the same direction had been made, but were temporary in their duration, and failed to accomplish the purpose. A Daily Normal School for teachers had been established in 1856, but it was sustained for only about three years, when it was discontinued. The Saturday Normal School, for the teachers employed in the schools under the care of the Board of Education, was the only institution which attempted, during many years, to meet the demand. In the year 1869, after the reorganization of the Board of Education, which took place during the month of May, the Committee on Normal, Evening, and Colored Schools gave the subject their earnest consideration, and on the 17th of November presented a report to the Board, accompanied with resolutions recommending the establishment of a Daily Normal School. The resolutions were adopted, and the Committee were authorized to hire the premises No. 694 Broadway, at an annual rental of $5,000, for the term of one year and five months, with the privilege of a renewal of the lease, and the necessary steps were taken to secure the organization of the Normal and High Schools.

On the 20th of May, 1870, the Committee reported to the Board the proceedings in relation to the site for a new Normal College building, and informing the Board that the block bounded by the Fourth and Lexington avenues, Sixty-eighth and Sixty-ninth streets, had been selected and approved by the Commissioners of the Sinking Fund, and application was made

to the Comptroller for the sum of $150,000, as directed by the law, (Sec. 12, Chapter 383, of the Laws of 1870), to be placed at the disposal of the Board of Education for the purpose of erecting the buildings.

Plans for the structure were advertised for, and premiums offered for the three best plans submitted to the Committee. The first premium of $1,200 was awarded to Mr. C. Arthur Totten, and two additional prizes of $600 and $250 were awarded for the second and third best of the plans. Subsequently all of them were rejected, and Mr. David I. Stagg, the Architect and Superintendent of Buildings of the Board of Education, prepared a new plan and specifications, at the request of the Committee, which were adopted, and contracts were entered into for grading, excavating and preparing the site for the new structure.

In 1871, the contracts having been prepared in proper form, were entered into for the building, and were as follows:

C. H. Tucker, for mason work... ..	$143,197 00
W. J. O'Connor, for carpenter work.	82,000 00
Nolan & McGrath, granite work....	15,054 24
Sinclair & Nolan, Dorchester stone..	40,000 00

In May, 1872, the contract for the heating apparatus was executed with S. Farrer & Co., for $32,408 90.

On the 30th of October the Committee reported to the Board of Education, asking authority to advertise for proposals for furniture and painting. The contract for painting was closed with Mr. Benjamin Benas, in December, for the sum of $6,750.

In the month of February, 1873, the contract for furnishing the building was closed with the National School Furniture Company for $40,545 00.

In order to insure the occupancy of the new edifice at the opening of the term on the first Monday of September, the work

in all its departments was steadily pressed forward, and on the day named (the 1st) the officers and pupils assembled, for the first time, in the spacious chapel prepared for the general exercises.

The enrollment and classification having been completed, the morning of Wednesday, the 29th of October, was selected for the formal dedication of the edifice to educational purposes.

Wm. H. Neilson, Esq., President of the Board of Education, occupied the chair, and was surrounded by the following named gentlemen: His Honor Wm. F. Havemeyer, Mayor of the City; Rev. Samuel D. Burchard, D. D.; Rev. Wm. Ormiston, D. D.; Rev. John Foss, D. D.; Hon. Erastus C Benedict, Judge Wm. E. Curtis, and Bernard Smyth, Esq., Ex-Presidents of the Board of Education; Commissioner James W. Farr, Chairman of the Committee on Normal Schools, and Commissioners James M. Halsted, John Crosby Brown, Albert Klamroth, David Wetmore. Ex-Commissioner Timothy Brennan; Henry Kiddle, Esq., City Superintendent of Schools; Assistant Superintendents Jones and Fanning; James Kelly, Esq., Inspector of Common Schools; Gen. Alexander S. Webb, President of the College of New York, Thomas Hunter, Esq., President of the Normal College; Samuel B. Vandusen, Esq.; J. Grenville Kane, Esq.; Hon. L. D. Kiernan, Clerk of the Board of Education; John Davenport, Auditor; Wm. Oland Bourne, Record Clerk of the Board of Education, and others.

The programme comprised, in addition to the addresses of the invited speakers, and the recitations of the young ladies, selections of music which were introduced at intervals in the exercises.

Letters from His Excellency John A. Dix, Governor of the State, who was expected to be present and make one of the addresses on the occasion, with others, were read, and appear in the proceedings.

Prayer was offered by Rev. SAMUEL D. BURCHARD, D. D., Pastor of the Thirteenth Street Presbyterian Church, and the exercises were closed by the singing of the Doxology.

JAMES W. FARR,
JOHN CROSBY BROWN,
ALBERT KLAMROTH,
RANDOLPH W. TOWNSEND,
JAMES M. HALSTED,

Committee on Normal Schools.

ADDRESSES.

ADDRESS OF WM. H. NEILSON, ESQ.,

PRESIDENT OF THE BOARD OF EDUCATION.

I take great pleasure, my friends, in greeting you in this place on this occasion, gathered as we are to dedicate this beautiful and costly building forever to the purposes of female education of the highest order, but more especially to the education and training of those who have chosen or shall choose as their profession and business of life the most honorable and useful employment of teaching in our public schools.

The longer I have lived and the more closely I have observed and contemplated the social fabric, the more have I regarded as essential the proper education, disciplining and cultivation of the female mind. Woman's influence on civilized society who can too highly appreciate it? Woman, the natural teacher, how could we carry on our work of public instruction without her? There are now employed as teachers in our public schools more than ten women to one of the other sex. And there is not to be found a person who has been for any length of time conversant

with the condition and progress of our schools, but will testify that her work has been as faithfully, intelligently and effectively performed as that which the male teachers have ever presented for our inspection and examination.

But not alone in our schools does woman show her invaluable tact and influence as a teacher. In the social circle, in her own family, but especially as the instructress, the discipliner and exemplar of her offspring, who can fill her place? How many mothers, besides her who plead with Coriolanus, have saved their city and country from desolation, will not be known until the secrets of all hearts shall be disclosed. How much the misguided influence of woman tended to precipitate upon this country our late terrible civil war you each can judge. But oh! how much we owe to that devoted patriotism of our loyal mothers, wives and sisters—yes, sweethearts, too—which buckled on the armor of our brave volunteers, put arms into their hands, cartridges into their boxes, lint prepared by their own delicate fingers into their pouches, and cheered them on to battle for the integrity and life of their beloved country.

But while exalting the importance of female education let us not be led astray by the delusion that cramming our pupils with a variety of studies, or giving them a smattering of many sciences and languages terminates toward them our duty as educators.

The higher mathematics, astronomy, botany, physiology, geology, belle lettres, Latin, French, German, and everything else which goes to make up an academical curriculum, may be taught superficially, yes, and even, as the term goes, thoroughly—and yet we may benefit but little either the scholar taught or the society we expect her to leaven.

There should be inculcated the highest tone of moral sentiment—'here a little and there a little; softly, gently, kindly;' by precept, but especially by example—by those who while her instructors will also to an extent be her models. Let truth, 'the mother of all virtue, clad in her garments white as snow,' be ever the presiding genius of this and all other institutions for education.

Let the sensibilities be considered, 'that they may entwine in delightful beauty round the solid stem of understanding,' that woman may 'in her right hand carry gentle peace to silence envious tongues.'

In selecting teachers for this college we must look to something beside mastery of the subjects they are required to teach; graces should be considered as well as gifts, and no person of bad manners, trifling disposition or unsettled moral views should be admitted to our corps of instructors.

We must be careful while storing the memory not to interfere with the proper development and maturity of the judgment. We have all of us at times in our intercourse with people met with a learned fool—that miserable caricature of an educated person. We would willingly exchange all his scholarly attainments for one grain of common sense. Let the judgment be set to work, discrimination continually called into operation, and the pupil encouraged to call for the why and wherefore. The great benefit accomplished by an extensive course of mathematics with young women is their improvement in logic—that they may learn not to jump at conclusions, but to reach their determination by a sober process of ratiocination, and be able to give a reason for the views which they entertain and the course which they pursue.

This will, I trust, be the plan upon which this College is to be conducted, and from this College will go forth those who, as

teachers in our schools, will practice and impart that which they shall have acquired here; and thus, each year sending to this institution candidates better trained and prepared for admission, the circulation through this heart of our school system may become constantly more pure and healthy, and the whole body more vigorous and sound, shedding an increasing blessing on the community which upholds and supports it. And now, my friends, I speak to you who, with me, are members of the Board of Education and have the oversight of all the schools—to you who are trustees and inspectors, and are brought more closely into daily contact with the schools in your respective wards and districts—to you who are teachers and are patiently laboring on in your vocation—to you embryo teachers, who now occupy your seats as learners in this college—my associates all in this great work—what position on the earth is there in which you could do more good to your country and your race than in that which you severally hold, if you faithfully and sincerely do your duty as in the sight of a heart-searching God? Thank that God for the privilege of laboring in this vineyard.

Our public schools have a few enemies, but the name of their friends is legion. The great mass of the people are entrenched behind them, and the pigmy efforts of those who levy war against them only expose the feebleness of their attacks. Those who have no sympathy with the liberal institutions of this country may launch forth their anathemas against our common school system, but they are only "biting on a file," and "their curses will go home to roost." No party, sect or individual can make any capital by assailing it. It has nothing to fear from open enemies. Let not feigned friends get within its citadel, traitorously to prostitute our glorious system to corrupt or party purposes, or tread it like a captured city, under foot. It is one of those precious boons of

liberty that must be guarded with "eternal vigilance." But though corrupt or hostile men may for a season rule to ruin it, the people will speedily with a host come to its rescue and expel the traitors from office.

Let not the friends of our system be aggressors. We must not sally out of our stronghold to assail supposed enemies. This is a country in which all--minorities as well as majorities, the weak as well as the strong--have rights and privileges and prejudices which are to be respected. There are many men of many minds, and all do not view the world from the same standpoint. In this city we have schools of various kinds, supported and managed and taught under different auspices. There are what are called private schools innumerable. There are several corporate schools, and many parochial schools, maintained by different religious denominations. We have no war to carry on with any of them. Under our laws, *from their own resources and with their own means*, the trustees of those schools have an undoubted right to establish and maintain them, and parents, if they prefer to do so, are at liberty to entrust their children to their instruction. A friendly competition we may carry on with them, and that competition should incite us to labor to make our schools as perfect and as popular as may be. Having ever before us a proper appreciation of the proprietorship of all our citizens in our schools, let us be just and impartial to all, and avoid, as far as is consistent with a proper management of our schools, introducing any teaching or practices which may be a barrier to the free participation of any child of *reasonable parents* in their benefits, that every nationality, every sect and denomination, and every political party, may by their children be represented in our schools and meet no just cause of offense. But let not our schools be *Godless*. Let the relation of man to his Maker, his God and his Judge be ever inculcated and magnified among us.

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This will not satisfy the atheist. But the man, "the *fool* who says there is no God," we cannot undertake to please. He has no standing in a country whose very money circulates with the superscription, "In God we trust." Make, then, our schools as excellent as we can, and I feel sure that the children will gravitate to them

I have spoken of this building as costly, more costly than the present Board would have felt justified in making it. But that which costs us much we should, and usually do, value much, and this magnificent building, which, with the ground on which it stands, and its furniture and appliances, costs the city one million of dollars, should be highly appreciated and carefully watched lest it be perverted from its high and holy purposes. Now it is far up town; very soon it will be in the center and heart of the city.

From its tower may be seen another pile of costly buildings, on an island not far off—the city of the criminal and the outcast. He who

> "Stood in Venice on the Bridge of Sighs,
> A palace and a prison on each hand,"

contemplated a less striking contrast. Some one in his haste has said that our prisons hold many who have passed through our public schools. Had he taken leisure to examine the statistics, he would have made no such rash and unjust remark; he would have ascertained that but few of the inmates of houses of correction and penalty ever enjoyed the enlightening, humanizing influences of our public schools.

Let us, then, labor to prevent crime, which is the offspring of ignorance. We must be taxed to punish it. Make our schools attractive to the children, and seek to win them to wisdom and to virtue, that they may spend their lives in usefulness, in prosperity and peace.

ADDRESS OF COMMISSIONER JAMES W. FARR,

CHAIRMAN OF THE COMMITTEE ON NORMAL SCHOOLS.

Mr. President, Ladies and Gentlemen, and Pupils of the Normal College:

THE institution which we this day dedicate to public instruction, under the control of the Board of Education of the City of New York, as a Normal College and Training School, is second to none in the world. This institution, including the training school, occupies a whole block of ground, bounded by Lexington and Fourth avenues and Sixty-eighth and Sixty-ninth streets, being two hundred feet ten inches by four hundred feet, capable of accommodating from 1,500 to 1,600 pupils. The training school is to be divided, when completed, into two departments, viz.: Female Grammar and Mixed Primary Schools. The Grammar department will accommodate about 300, and the Primary department about 500 pupils.

The necessity for such an institution has long been felt by all who have taken an interest in educational matters in our city. It is now a little over three years since it was first inaugurated in its temporary quarters at the corner of Broadway and Fourth street. During its continuance in the temporary quarters it has done a good work. Now that it has a permanent place of this magnitude, what may we not expect from it?

There are now employed under the Board of Education about 2,300 teachers; of these less than 200 are males; leaving over 2,100 females to be employed in the instruction of the youth of

our city. There is certainly no more honorable or laudable occupation in which the females can be engaged than that of teaching. It requires time and patience for the pupils to master the various studies they have to pursue, as well as close application to fit them for this arduous and responsible duty.

The number of female teachers who annually leave our schools to better their condition is between eight and nine per cent., or 160 to 180. In order to supply this demand it will be necessary for this institution to graduate about 200 young ladies. It is hardly necessary for me to say that females are emphatically the educators of the youth of our land, as it is conceded by all who are conversant with the subject.

We are satisfied that the College, as it is now in active and successful operation in this noble structure, with its able and efficient President, its active and successful corps of professors and tutors, will do a work which has long been needed in our public school system. It rests now with the Board of Education to do its duty in supplying everything necessary to make it a complete success. It has thus far shown a lively interest in everything calculated to advance its interests, and I have no reason to doubt it will continue to give it that cordial and hearty support which its merits deserve.

ADDRESS OF HIS HONOR WM. F. HAVEMEYER,

MAYOR OF THE CITY OF NEW YORK.

MR. PRESIDENT, LADIES, GENTLEMEN AND YOUNG LADIES—In a few weeks a quarter of a century will have elapsed since, as Mayor of this city, I was present at the opening of the Free Academy, now known as the College of the City of New York. Through that institution the city provided an opportunity for an advanced education to its boys. In our onward progress we have taken another important step, and in the grand and well-arranged edifice which we dedicate to-day, like privileges are to be accorded to our girls. So, as a wise and just parent, the metropolis of our country—first in this as in many other respects—extends to all its children alike the opportunity for an equal start in the race of life which a good education affords.

The advantage to the public, as well as to the individual, which education secures cannot, in my judgment, be too highly appreciated. If a republican government is, as we believe, the best, let us not forget that it can be neither beneficial nor lasting, unless it rests upon a basis of educated electors. Accepting as we do in full faith the ballot-box as the arbiter of every public question, we must remember that its decision will inevitably be directed either by intelligence or corruption. Educated citizens may be expected to vote, though upon different sides, as they severally believe to be the best for the general good. But ignorant men will become the victims of artifice, if not of baser appliances. The civil war through which we have passed, at a vast expense of blood and treasure, was not brought upon the country by the desire of the

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educated men of the South, but was forced by the mob, who were influenced to violence by the artful appeals of demagogues. If education had been as widely extended at the South as at the North, not only the war might have been avoided, but the great curse from which it relieved us might have been removed by peaceable means. While we rejoice that we were successful in the great struggle, let us remember that if we allow a large portion of our people to grow up without education, our country will always be subject to like dangers, which at some less propitious period may produce fatal results.

There are those now present who will live until millions of persons will dwell within a circle of less than fifteen miles from this spot. What vast crowds will then swarm through all the central avenues of this great city. Such immense masses, animated by a common purpose, would be as resistless as the ocean, unless controlled by an agency equally powerful. That agency can operate only upon their fears or their consciences, and must be either the sword of despotic power or the intelligence of the people. Let every wise man, therefore, as he loves his children, and would secure the welfare of those who are to come after him, give an earnest support to the great cause of universal education.

Possibly there may be some one present who will say, that while, for such reasons, the general education of boys might be well enough, there is no need of the same provision for girls. In exposing the fallacy of such an idea, I shall not occupy your time with any discussion of the influence of women upon society, nor even of the important aid that educated mothers can render in the instruction of their children. The power which the female sex exerts is already recognized by reflecting men, and, like all other agencies, it will be beneficial according to its cultivation. What I desire to say now has reference to the fact that the special design

of this institution is to educate its pupils so that they shall be qualified to teach, and we all know that there is no work for which women are more competent, or in which they can do more good.

Feeling, as I do, a deep interest in this college, because its object is to prepare the young ladies who enjoy its benefits for the great and noble work of instructing our youth, let me address to them a few words, which, if they have not the merit of novelty, have been confirmed by the observations of a long life. If education be as valuable as most of those present doubtless concede it to be, it is important that its benefits should be extended to every pupil. There may be infirmities of temper, there may be feebleness of intellect, there may be dullness of comprehension, there may be waywardness of disposition, but such impediments must be overcome. Every pupil must be prepared for his or her part in life, the bad as well as the good, and the dull, equally with the bright, must be trained to take a proper place in the great, ever-moving machine that we call society. Patience can accomplish this work, and patience is one of the cardinal virtues of the teacher's profession. The brightest boys at school do not always make the most useful or the most successful men ; even our greatest generals have sometimes been found among those who failed to obtain the highest honors at West Point.

A teacher will find that she has different dispositions and different capacities to deal with. Some of her pupils will be naturally adapted to one purpose and others to different purposes, and, although she may not be able to control the whole education of the pupil, she may develop a talent not directly in the line of her tuition. We are not all constituted alike, and if we were to try all on the same Procrustean bed, instead of adapting instruction to the various abilities of the pupils, perhaps an unjust judgment

might be formed, and a case of special, if not prominent, merit passed by as undeserving of notice. As God has made nothing in vain, even a trait of character which seems valueless may contain a germ of usefulness which, if properly cultivated, could be made advantageous to the pupil and to society.

I am aware that many persons are in the habit of passing an unfavorable judgment on qualities which they either do not possess or with which they do not sympathize, praising to the skies the wordy declaimer as a specimen of prominent ability, and characterizing as a dunce the thoughtful student sitting at his side. To this charge as a failing of early life I myself plead guilty, but the experience of maturer years induced me to modify it, and which I am happy to say was entirely conquered when I realized, on a journey I once made, that God had created everything for some wise purpose, and that it was not my business to criticise the works of His hands. On that journey I first passed through the splendid wheat fields of Southern Pennsylvania, and by comfortable dwellings and spacious barns—delighted to observe how completely the industry of man had improved the advantages of a fruitful soil. Thence I entered a mountainous region, without cultivation, whose wild and rugged aspect seemed repulsive as my thoughts reverted to the beautiful country I had left; but in passing along the base of the mountain I saw cars laden with coal emerge from its side, and perceived that even this barren exterior covered valuable treasure. I then passed into another region equally sterile and disturbed, but valuable for its productiveness of iron ore. I next came to a solitary ridge of limestone, from which alone is obtained the flux used through a large district to prepare the iron for use. Passing into New York, there is a mountain chain equally wild, containing mines of lead, and at whose base are extensive works in which sand is made into glass; and as I approached the valley

of our noble Hudson, I passed other ridges, rough and uninviting, containing the stone from which hydraulic cement is made. Beholding all this, I realized more than ever before that everything which God had made was indeed "very good," and that every human being, if ugly and venomous as Shakespeare's toad, still had a precious jewel in its head or heart.

In this connection, it is perhaps proper for me to state, in parenthesis, that the seal of His approbation was affixed by the Creator to all the works of His hands before poor Adam was afflicted with the loss of a rib. *We* know what the result of *that* operation has been—because *we* know and realize the length and breadth, the height, depth and the deep intensity of the joy and happiness which we have experienced from it.

Now if the Almighty has not created mere matter in vain, but has made everything for some useful purpose, as science is from time to time developing, how much less has He brought immortal souls into being without designing that they should be trained to useful purposes, according to their natural tendencies. They are committed to the teacher's care, and the labor of the teacher must be for good or for evil. It cannot be neutral. An opportunity lost cannot be recalled, and an omission to improve a pupil is an opportunity lost.

How important, then, the teacher's responsibility, and how bright her reward if her duties have been faithfully performed. Her labor shall have its fruition, not only in the benefits that follow in the after lives of her pupils, but in the record by which she will be judged in the world above.

I desire by the remarks I have made to impress upon those who enter this College to become teachers the high responsibilities, the constant opportunities, and the great reward they must either

improve and gain, or neglect and lose. As an invaluable agency in the work, I rejoice in the establishment of this College. It is a proud day that dedicates it to its noble use.

And, on behalf of the people of this city, I bid it God speed in its mission.

ADDRESS OF MISS E. IDA CONANT,

PRESIDENT OF THE ASSOCIATE ALUMNÆ.

MR. PRESIDENT, GENTLEMEN OF THE BOARD, LADIES AND GENTLEMEN—As President of the Associate Alumnæ of the Normal College, it gives me great pleasure to greet you on this auspicious day, when our College, which has so nobly won "a name," has at last had secured to her as noble "a habitation." What would our grandmammas have thought could they have been gifted with prophetic vision, and seen this stately edifice built for and dedicated to the education of girls. I believe their dear old hearts would have felt a thrill of joy, and although in their day the average education of girls consisted of the ability to read their prayer-books and count their few shillings and pence—still our old mothers longed for this better day—and how much of our present advance may be due to those silent life-long prayers of earnest women who had felt the sting of ignorance, is only known to Him in whose hands lie the springs of life. Looking about me on this spacious hall, filled with bright, happy faces, I am, by contrast, reminded of that old-time school-house enshrined in poesy over a hundred years ago

——"where dwells in lowly shed and mean attire,
A matron old whom we school-mistress name,
Who boasts unruly brats with birch to tame.
* * * * * *
And in her hand for sceptre she does wield
Tway birchen sprays, with anxious fear entwined."

This sceptre doubtless made a striking impression on the youthful learners. Thackeray and lesser wits bear testimony to its power, and would have agreed with little Johnnie, who on being asked what he learned in school, classed the rod in the regular course of study, and replied promptly, "Me? Oh, me gets readin', spellin' and spankins." Doubtless, Johnnie thought the spankings might be dispensed with, though, after the manner of children, he cheerfully acquiesced in the inevitable. Possibly in later years the tingling remembrance proved an incentive to philosophic reflection; and in time the teacher, too, began to feel that an appeal to physical force, as Herbert Spencer suggests, is a relic of barbarism, and that some intellectual power must be found that can supplant the rod. The more thoughtful proposed that new methods should be tried in teaching the three time-honored "Rs," that the sciences should be presented simply to the children, and a new system followed, leading to a more thorough and complete development of the children's mental faculties. When this new truth was realized by our school officers and teachers, it was found that the ward schools, excellent as they were, could not furnish the needed instruction and training which this new demand of the times required. Our vast metropolis, with its ever-increasing population of children, must be educated, and as the instructors were mainly women, the question was how shall these teachers be properly trained?

The Board of Education solved the problem by organizing a Normal College for girls. Temporary quarters were secured, able instructors were engaged, and the work began in earnest. The success of the undertaking being far greater than was anticipated, to meet the requirements of the increasing number of students a college building was needed.

All thanks and honor to the old Board of Public Instruction who inaugurated this work, and to our present Board who so nobly

sustained and carried it forward, fitting up and preparing for our Alma Mater this large, handsome building, with its wide halls, where classes can pass to and fro without interruption or disturbance—with its airy, cheerful class-rooms, fine, large lecture-rooms and beautiful chapel. More than all we thank you for the competent instructors, who so faithfully discharge the duties laid upon them; and last, but not least, for the opportunity of higher education afforded to every girl in this city.

Women everywhere are knocking for admission at college doors. These doors stand open. New fields of labor—new realms of thought are waiting for women to enter in and possess. The occupations of our ancestors, who spun, wove, cut and sewed the clothing of the household during busy days and weary nights, have been supplanted by the hundred-handed machines of the manufactories, and women, now-a-days, have to seek new channels for their industries. All this has produced great changes and revolutions, and it is not surprising that the idleness and extravagance of the women of the present day is the text of many a discourse. It was said in an address delivered before the Women's Congress, lately held in this city, that many women become insane because they have no fixed and regular occupation, and a sad instance was cited. It is through your instrumentality, gentlemen, that here is an institution which offers at least one remedy, in fitting girls for the profession of the teacher, and those students who prefer some other occupation in life, go forth with minds trained, and ready to perform the duty which lies nearest them, having been taught, both by precept and example, that only *idleness* is dishonorable. While expressing our earnest and heartfelt thanks, let it not be forgotten that upon *us* the students and Alumnæ, rests the responsibility of fulfilling the promise of to-day. This day heralds higher education for women, and that will give better teachers, better *schools, better children*, and thus a better world.

RECITATIONS.

The following selections were recited by students of the Normal College. The names are prefixed to their respective exercises.

MISS LILLIE M. REYNOLDS.

I have rarely seen an instance of any special contract between individuals that did not produce jealousies, bickerings, and often downright ruptures between them; nor did I ever know of a treaty between two nations that did not occasion continual misunderstandings. How many worthy country neighbors have I known, who, after living in peace and good-fellowship for years, have been thrown into a state of distrust, cavilling and animosity, by some ill-starred agreement about fences, runs of water and stray cattle. And how many well-meaning nations, who would otherwise have remained in the most amicable disposition toward each other, have been brought to swords' points about the infringement or misconstruction of some treaty, which in an evil hour they had concluded by way of making their amity more sure.—*Washington Irving.*

MISS ISABELLA RICHMAN.

Accustom a child as soon as he can speak to narrate all his little experiences, his chapter of accidents, his griefs, his fears, his hopes; to communicate all that he has noticed in the world without, and all which he feels struggling in the world within.

Anxious to have something to communicate, he will be induced to give his attention to objects about him, and to that which is passing within the sphere of his instruction. And to observe and note events will become one of the first pleasures of his existence. And this is the ground-work of a thoughtful character.—*Anon.*

MISS ELIZA R. COREY.

Ah, poor humanity! so frail, so fair
Are the fond visions of thy early day,
Till tyrant passion, and corrosive care,
Bid all thy fairy colors fade away!
Another May new buds and flowers shall bring;
Ah, why has happiness no second spring.

—*Charlotte Smith.*

MISS JULIA MACY.

Endless, my friend, the projects which the soul
Burns to accomplish. We would every deed
At once perform as grandly as it shows
After long ages, when from land to land
The poet's swelling song hath roll'd it on.
It sounds so lovely what our fathers did,
When in the silent evening shade reclin'd,
We drink it in with music's melting tones;
And what we do is, as their deeds to them,
Toilsome and incomplete!

—*Iphigenia in Tauris—Goethe.*

MISS JENNIE AMANDA MORRISON.

How to live!—that is the essential question for us. Not how to live in the mere material sense only, but in the widest sense. The general problem which comprehends every special problem is—the right ruling of conduct in all directions, under all circumstances. In what way to treat the body, in what way to treat the mind, in what way to manage our affairs, in what way to bring up a family, in what way to behave as a citizen, in what way to utilize all those

sources of happiness which nature supplies—how to use all our faculties to the greatest advantage of ourselves and others—how to live completely. And this being the great thing needful for us to learn, is, by consequence, the great thing which education has to teach. To prepare us for complete living is the function which education has to discharge, and the only rational mode of judging of any educational course is to judge in what degree it discharges such function.—*Herbert Spencer.*

MISS SARAH E. WILEY.

The education of women favors public morals; it provides for every season of life, as well as for the brightest and the best, and leaves a woman, when she is stricken by the hand of time, not as she now is, destitute of everything and neglected by all; but with the full power and the splendid attractions of knowledge—diffusing the elegant pleasures of polite literature, and receiving the just homage of learned and accomplished men.

Women have, of course, all ignorant men for enemies to their instruction, who being bound (as they think) in point of sex to know more, are not well pleased, in point of fact, to know less.

But among men of sense and liberal politeness, a woman who has successfully cultivated her mind, without diminishing the gentleness and propriety of her manners, is always sure to meet with a respect and attention bordering upon enthusiasm.—*Rev. Sydney Smith.*

MISS NELLIE A. CRAPSER.

Bestow thy youth so that thou mayest have comfort to remember it when it hath forsaken thee, and not sigh and grieve at the account thereof. Whilst thou art young thou wilt think it will

never have an end; but behold the longest day hath his evening, and that thou shalt enjoy it but once—it never turns again; use it, therefore, as the spring-time, which soon departeth, and wherein thou oughtest to plant and sow all provisions for a long and happy life.—*Sir Walter Raleigh.*

MISS MARY E. RORER.

Lives there one who does not in moments of retirement or solitude look back to the earliest hours of childhood, and recall times when, if he could have known the results, his actions would have been far different?

If we could in youth look along the way of life clear to the end, seeing all the breakers and quicksands which by patience and self-control we could avoid, how much more comforting would be the view we now take of the "backward track."—*Miss M. M. Goodwin.*

MISS MINNIE A. M. FERRERO

recited a scene from The Merchant of Venice—"Portia and Nerissa."

MISS MARY E. MERINGTON.

Hear, land o' cakes and brither Scots,
Frae Maidenkirk to Johnny Groat's;
If there's a hole in a' your coats,
I rede you tent it:
A chiel's amang you taking notes,
An' faith, he'll prent it.
—*Burns.*

MISS ANNIE SCOTT.

The man who seeks one thing in life, and but one,
May hope to achieve it before life be done,
But he who seeks all things, wherever he goes,
Only reaps from the hopes which around him he sows
A harvest of barren regrets. And the worm
That crawls on in the dust, to the definite term
Of its creeping existence, and sees nothing more
Than the path it pursues till its creeping be o'er,
In its limited vision is happier far
Than the Half-Sage whose course, fixed by no friendly star,
Is by each star distracted in turn, and who knows
Each will still be as distant wherever he goes.

—*Owen Meredith.*

OUR COUNTRY.

MISS MARY VON HAGEN SCOVILLE.

Our country!—'tis a glorious land!
With broad arms stretch'd from shore to shore,
The proud Pacific chafes her strand,
She hears the dark Atlantic roar;
And nurtur'd on her ample breast,
How many a goodly prospect lies
In nature's wildest grandeur drest,
Enamell'd with the loveliest dyes.

Great God! we thank thee for this home—
This bounteous birthland of the free;
Where wanderers from afar may come,
And breathe the air of liberty!
Still may her flowers untrampled spring,
Her harvests wave, her cities rise;
And yet, till Time shall fold his wing,
Remain Earth's loveliest Paradise!

— *William Jewett Pabodie.*

MISS BARBARA C. THOMSON.

If there are disadvantages in the method of acquiring knowledge by reading, there are also signal advantages; for though upon the printed page the silent letters are mute and unsustained by any scenic help, yet often they pour forth emphatic eloquence that can make the heart leap with emotion, or kindle on the cheek a blush of shame. The might of persuasiveness does not always lie in articulate speech. The strong are often the silent. God never speaks!—*Dr. Draper.*

MISS MARIA COOPER.

Wit gives to life one of its best flavors common sense leads to immediate action, and gives society its daily motion—large and comprehensive views its annual rotation; ridicule chastises folly and impudence, and keeps men in their proper sphere; subtility seizes hold on fine threads of truth; analogy darts away to the most sublime discoveries; feeling paints all the exquisite passions of man's soul, and rewards him by a thousand inward visitations for the sorrows that come from without.—*Sydney Smith.*

MISS ELLA A. MORRISON.

Can it be?
Matter immortal? and shall spirit die?
Above the noble, shall less nobler rise?
Shall man alone, for whom all else revives,
No resurrection know? Shall man alone—
Imperial man!—be sown in barren ground,
Less privileged than grain, on which he feeds?
—*Young.*

MISS MARY MACFARLAND.

All that a university or final highest school can do for us is still but what the first school began doing—teach us to read.

We learn to read in various languages, in various sciences; we learn the alphabet and letters of all manner of books.

But the place where we are to get knowledge, even theoretic knowledge, is the books themselves. It depends on what we read, after all manner of professors have done their best for us. The true university of these days is a collection of books.—*Carlyle on "Hero Worship."*

MISS JULIA M. DENNISON.

Our birth is but a sleep and a forgetting
  The soul that rises with us, our life's star
Hath had elsewhere its setting,
  And cometh from afar,
Not in entire forgetfulness,
And not in utter nakedness,
But trailing clouds of glory do we come
From God, who is our home,
Heaven lies about us in our infancy!
Shades of the prison-house begin to close
  Upon the growing boy,
But he beholds the light, and whence it flows
  He sees it in his joy;
The youth who daily farther from the east
Must travel, still is Nature's priest,
And by the vision splendid
Is on his way attended,
At length the man perceives it die away,
And fade into the light of common day.

— *William Wordsworth.*

WAGES.

MISS ABIGAIL JANE TERRY.

Glory of warrior, glory of orator, glory of song,
  Paid with a voice flying by to be lost on an endless sea—
Glory of virtue, to fight, to struggle, to right the wrong—
  Nay, but she aim'd not at glory, no lover of glory she:
  Give her the glory of going on, and still to be.
The wages of sin is death; if the wages of virtue be dust,
  Would she have heart to endure for the life of the worm or
    the fly?
She desires no isles of the blest, no quiet seats of the just,
  To rest in a golden grove, or to bask in a summer sky:
  Give her the wages of going on, and not to die.

—*Tennyson.*

MISS AMELIA DINKELSPIEL.

Alas! how light a cause may move
Dissension between hearts that love,
Hearts that the world in vain had tried,
And sorrow but more closely tied;
That stood the storm when waves were rough,
Yet in a sunny hour fall off,
Like ships that have gone down at sea,
When heaven was all tranquility.

—*Moore.*

MISS CARRA A. CRANE.

The soul of man
Createth his own destiny of power;
And, as the trial is intenser here,
His being hath a nobler strength in heaven.
What is earthly victory? Press on!
For it hath tempted angels. Yet press on!
For it shall make you mighty among men;
And from the eyrie of your eagle thought
Ye shall look down on monarchs. Oh, press on!
"For in the grave there is no work
And no device"—Press on, while yet ye may!
So lives the soul of man. It is the thirst
Of his immortal nature; and he rends
The rock for secret fountains, and pursues
The path of the illimitable wind
For mysteries—and this is human pride!

—*N. P. Willis.*

ADDRESS OF HENRY KIDDLE, Esq.,

CITY SUPERINTENDENT OF SCHOOLS.

LADIES AND GENTLEMEN; STUDENTS OF THE NORMAL COLLEGE:—To one who has been engaged so many years, as I have been, in the work of superintending the School System of this city, this occasion is one of peculiar interest. It has been a necessity with me, from the manner in which I have been occupied during the last eighteen years—indeed, I may say twenty-five years—to observe the progressive movements of this great system of common school instruction; and it seems to me that the dedication of this beautiful and spacious edifice has a significance far greater and deeper than can be apparent to the ordinary observer. It is not the dedication simply of a school edifice, it is the consecration of a great public sentiment; and that sentiment has been the growth, not of one or two years, nor of ten years,—but, as I know, of more than twenty-five years, in the city of New York. Thirty-seven years ago the Public School Society adopted and applied the principle of normal school instruction, in the special arrangement which it made for the education of the inexperienced and untrained teachers employed in the schools under its management and control. The school system, at that early period, was in its infancy—in a rudimentary state, and the Society could not obtain means for the instruction of teachers in advance of their employment, but was compelled to engage them at very low salaries, to perform service in the lower grades, while it afforded them the opportunity of being taught in such branches as were needed to fit them for service in the higher grades. Indeed, so meagre

was the provision made for public education in this city at that time, that female teachers were generally employed at a salary for the first year of service of only *twenty-five dollars*. It was, of course, quite impossible, with such means, to arrange a system by which the teachers employed should be invariably trained and educated for the performance of their duties. The principal part of the work was performed by pupil-teachers—that is, *teachers* for five days in the week, and *pupils* on the sixth. And in this way the system was carried on for many years, and considering its great imperfections, the results accomplished were quite remarkable.

When the present system of common schools went into operation in 1842, there were two classes of public schools, those under the care and management of the Public School Society, and the Ward Schools, so called, under the control of school officers elected in pursuance of the new law: but nothing was done for normal school instruction previous to the consolidation of these two systems in 1854. Soon after this, the question of affording the means of higher education to females, as had been done for males by the establishment of the Free Academy (now the College of New York) came up, and the expediency of the measure was advocated particularly on the ground of its necessity as a means of educating female teachers for the common schools. The agitation of this question, in which the gentleman who sits on my left, (E. C. Benedict, Esq.) took so distinguished a part, resulted in the establishment of what was known as the Daily Normal School, which was in operation when I commenced my work of supervision in 1856. This school did good work for a time as an academic institution; but its work of organization, and the manner in which it was conducted, being incompatible with its success as a normal school, it was soon abandoned. From that time until 1869, nothing was done for the preparatory instruction and training of teachers,

although the means were constantly afforded, through the Saturday Normal School, for the improvement of the subordinate teachers employed in the schools. In the month of December, 1869, the plan for the organization of a Normal and High School for females was adopted by the Board of Education, and this institution, soon after known as the Normal College, went into operation.

Now, while I think that great credit is due to the Board of Education of that year, for the promptitude with which it carried this measure into effect, it is but just to the Board of Education which preceded it, and which was displaced by the act of the Legislature passed in the Spring of that year, to state that it had almost consummated arrangements for the establishment of just such an institution. It had selected a site, they had caused plans to be prepared for a building suitable for the purpose, not so large, indeed, as this, nor on this spot, but of such a character as to evince great intelligence and appreciation in regard to the end to be attained. But, as I have already stated, that Board was displaced by the Legislature, and a new Board appointed; and one of the first questions that came up for discussion was, how shall the great system of Common Schools in this city be improved? In answer to that interrogatory when proposed to myself, I stated that the great thing needed to effect such improvement was to improve the teachers,—to provide instruction by which the schools should be constantly supplied with a corps of teachers prepared in advance for their work—not teachers who were to learn the whole theory and art of teaching by practicing upon the pupils, but teachers trained specially for the service.

This suggestion was adopted; and in February, 1870, this institution commenced its work, of course under considerable embarrassment from the want of suitable accommodations, but with a corps of instructors of long experience and of unsurpassed

skill in their profession. And now we are to dedicate this splendid building to this great object. Can we have any better evidence than is afforded by this building itself, that the city of New York appreciates the importance of common school education, and more, that it appreciates the value of professional training for the teachers of the common schools? Would it otherwise be willing to invest a million of dollars in this site and edifice, and expend the interest of a million more for the purpose of supporting this college? Since the proposition was made to select this site, particularly since the corner-stone of this building was laid, I have scrutinized every expression of public opinion in regard to it, in the newspapers and elsewhere, and I have failed to find the least objection to the plan, or the expenditure necessitated thereby, which indicated a want of appreciation of the importance of the end to be accomplished by its means. Am I not right, therefore, in saying, that in the dedication of this edifice, we have the expression of a great public sentiment?

The necessity of a Normal School need not be argued; experience, the greatest of all teachers, has shown that it is indispensable to the proper working of every great system of popular education. In this respect, New York City has been behind the State, as well as behind many of the other States of the Union. For nearly thirty years this State has provided normal school instruction for the teachers of its schools, and now it has no less than eight of such institutions; while, situated in various parts of this country, there are more than one hundred.

The question has, indeed, been asked by some, why should the State educate teachers any more than the members of other professions? We answer, if the State does not educate the teachers for its schools, it cannot obtain them: and the vacancies constantly occurring in the ranks of the profession cannot be filled.

These vacancies are very numerous. As just stated by the chairman of the committee, the number of teachers employed in our schools is about 2,300, ten-elevenths of whom are females; and the number of vacancies is on the average not less than 150 each year. The efficiency of our system depends very much upon the manner in which these vacancies are filled; indeed, if they are not filled by properly trained teachers, the system must rapidly deteriorate. It is to supply this great want that the Normal College has been established; and knowing, as I do, the abilities and fidelity of the instructors who are employed in this institution, to perform the work, I feel confident that it will be well done. Still, my young friends, very much will depend upon the manner in which you co-operate with them in the achievement of this great task. If you are faithful and devoted, appreciating fully the importance of the cause in which you are to engage, and earnest to prepare yourselves for its solemn responsibilities, your efforts must be crowned with success, and the hopes of the founders of this noble institution will be fully realized in the benefits which will hereafter accrue to the system of common schools, of which we are all so justly proud.

ADDRESS OF HON. WM. E CURTIS,

LATE PRESIDENT OF THE BOARD OF EDUCATION.

We meet to dedicate this graceful and beautiful structure to the cause of public instruction. The city has erected it as a College for the education of females in the higher departments of learning.

When, many years ago, I had the honor to occupy the Chair of the Board of Education, I remember the words of encouragement and hope uttered by an eminent scholar, Dr. Raphael, whose wandering feet brought him hither to pass the later years of life. His pen had enriched the pages of history, and many years of patient research and study had enabled him almost alone to accomplish that great achievement of modern scholarship, by which the gardens of the Talmud were opened as it were as fresh fields to theology. He ever said, and no one was better capable of judging, that the Free Academy, now the College of New York, was destined, as long as it pursued its existing course of development, to become the nursery of the best and most cultivated intellects of the young men in our midst.

The city now takes one step further, and offers to the other sex, facilities for more extended culture.

A good education is all that most parents can give their children, and about all that it is desirable to give them. If they are good for anything, it is all they need, and if they are worthless the more that is left to them pecuniarily only increases their capacity to become nuisances to the community. Upon its gen-

eral diffusion, property, society, and liberty depend. Every dollar expended by the public in its support is repaid by the protection and security it affords in return.

Instruction and knowledge are great bulwarks against crime. Whilst fear may lead one man into the paths of rectitude, the cultivation and enlargement of the higher capacities of human nature will induce hundreds to walk in them. Moral imbecility, mental deterioration, the confusion of the lines separating *dementia* from reason produce crimes in every grade of culture, but the vast mass of crime is the product of undeveloped and uncultivated minds.

Look at our great criminal population, constantly recruited by accessions from every quarter of the globe, and also at those large classes who live either directly or indirectly in violation of the law, and who proportionately in their sympathies affiliate with crime, and yet of the many thousands annually arrested, not one in one hundred has ever been an attendant at a public school. Of these unfortunates, few can read even a little, and but the merest fraction can write their names.

When the struggle between instruction and ignorance ceases, by reason of the feebleness of the former, then in the area of the circle which a radius of twenty miles from where we now stand describes, occupied by nearly two millions of souls, will be scenes of destruction, violence, brutality and desecration unexampled outside of Paris in our time. As authority for the justness of these views, I appeal to some here present who are among the comparatively few in this great centre of commercial accumulation, who know the numerical strength and attitude of what are sometimes called the dangerous classes, and with what manly and successful perseverance the friends of public instruction have sought to reach, and win, and elevate them.

The arrest and extinguishment of this volcano under our feet calls for every effort and capability of intelligence. Good instruction of every degree and everywhere is needed. Every teacher is a contributor to this great result. All whose duty it is to impart knowledge are soldiers of this high mission, though enrolled in various corps. The learned professor who portrays the results of scientific research in the crowded lecture-room, and the poorest stranger in our gates who teaches children at night in the humblest apartment, are alike all enlisted in the contest of knowledge with vice.

Seventy years have nearly passed since, through the efforts of some of the Society of Friends, aided by a few master spirits, our first public school was opened. What a contrast does this scene present.

It well becomes us to ever cherish and honor this precious legacy, bequeathed to us by the foresight and patriotism of the citizens who preceded us, and to transmit it unimpaired and untarnished to those who shall come after us, carefully avoiding anything that shall be or seem to be in conflict with that adjuration of the sweetest tenderness and the highest wisdom that has been breathed into the world, "*Sinite puerulos venire ad me, et ne prohibueritis eos, nam talium est regnum Dei.*"

Let us strive unceasingly that this Institution be so governed and guided, that the hundreds of young minds now gathered here in the dawn of the morning of life, shall when the evening comes, look back to it, as an *Alma Mater*, a dear mother, at whose feet they learned lessons of goodness and wisdom.

ADDRESS OF THOMAS HUNTER, Esq.,

PRESIDENT OF THE NORMAL COLLEGE.

MR. PRESIDENT OF THE BOARD OF EDUCATION, LADIES AND GENTLEMEN, AND STUDENTS OF THIS INSTITUTION— After the eloquent speeches which you have heard from so many gentlemen, I desire to be as brief as possible in the few remarks I have to make. The President of the Alumnæ Association and the City Superintendent both seem to have given honor to those who have struggled for the establishment of this College. It struck me as I listened that this institution was somewhat like the Mississippi river—many streams, many rivers flowing into and forming the great Father of Waters; and so, since the beginning of the present century, the old Public School Society, different Boards of Education, some elected by the people and others appointed by the Mayor, the late Board of Public Instruction, as well as the Board now in power have combined to form the opinions which have contributed to the establishment of the Normal College. To each should be attributed its due proportion of credit. No one person, no single set of men can claim the honor of having founded this Institution. The simple fact is that a fruit will not ripen before its time. When the requirements of the system demanded normal instruction this College was founded and organized.

As the Mayor spoke to you about the ignorance of the mass of the common people of the South being one of the principal causes of the late rebellion, I was reminded of General Eaton's report in which there were two very instructive maps: and since the General cannot be with us, for the simple reason that he is now travel-

ing under the sunny skies of Italy, I shall still be able to make a good use of him. The late Dr. Arnold, the great teacher, once said that he could stand for hours gazing at a map of the Mediterranean sea, for its entire coast was thickly studded with places of profound historic interest. Rome, Athens, Carthage, all re-appeared before him. Maps are excellent instructors. General Eaton's two maps are painted, the one a deep red running into white, the other a deep black running into white. The white of the former represented poverty, the deep red wealth and gold; the white of the latter enlightenment, and the deep black dark ignorance. If you will follow in your minds a tract of country extending from Massachusetts and New York through Pennsylvania, Ohio, Indiana, Illinois and Iowa, a belt of country more than two hundred miles wide, you will find this painted the deepest red on the map, and the color indicates that every individual is worth on the average $2,000. This is by far the wealthiest portion of the United States. If you examine the first map, it will be found that this tract of country is also by far the most enlightened. This is peculiarly the region of good public schools, and of normal schools. New York has ten normal schools, and only seven per cent. of the people cannot read; Pennsylvania has eight normal schools, and eight per cent. of the people cannot read; Ohio eleven, Illinois nine, Minnesota three, Iowa three, Massachusetts eight, and Wisconsin four—fifty-six normal schools in all, and only seven and a half per cent. of the inhabitants of these States cannot read. There is a belt of country farther south and parallel to that just described, running from Virginia and the Carolinas, through to the Mississippi river. The wealth per capita here is but $300 on the average. On the second map this is the region of Egyptian darkness. Poverty and ignorance go hand in hand. Virginia has two normal schools, and fifty per cent. of her people cannot read; North Carolina has no normal school, and fifty one per cent. of her

people cannot read: Alabama none, and fifty-four per cent. cannot read; Arkansas one, and thirty-nine per cent. cannot read; Louisiana one, and fifty-two per cent. cannot read; South Carolina one, and fifty-eight per cent. cannot read; Tennessee three, and forty-one per cent. cannot read; and thus in eight large States, including the greater portion of the South, there are only twelve established normal schools, and 47½ per cent., or nearly one-half the entire population, cannot read. This tells the tale—a tale easily read—and shows that normal instruction is in the ratio of the civilization and enlightenment of the people. Normal schools prevail in Germany, France and Great Britain; they prevail in all countries that are great and prosperous.

It is too late at this day to enter into any defence of the normal school system. Men like Horace Mann and Edward Everett have indorsed them. Guizot, the great French Minister of Public Instruction, founded eighty-nine normal seminaries; and all able instructors, all friends of free public education are the admirers and advocates of normal training. The school of practice is the right arm of the normal school; the latter is imperfect and impotent without the former. The normal schools of Massachusetts have failed to accomplish the highest results, because in none of their State schools have they been able to maintain a practising school. We shall have our new training school on the rear of this edifice, and connected with it by a covered causeway, to which the students in the last year of the course shall pass for practice in teaching, precisely as they now retire to the lecture-room in physics. This will be a public primary school for both sexes, the girls being carried through all the grammar school grades into the College, and the boys sent at the proper age to the nearest boys' school.

And so we trust that the teachers will go out from this institution, not tyros, not pupils, but thoroughly trained and accomplished

teachers. The amount of evil which an inexperienced teacher can do in six months, while learning the art of governing, is almost incalculable; and the good which will accrue from the Normal College in supplying the city schools with superior teachers will be felt throughout every vein and artery of the whole system.

Now a word in relation to our curriculum. It has been asserted that we have too many studies. This is to a certain extent true; but many of them are intended by the very nature of our work to be superficial. Geology, mineralogy, zoology and physiology are taught in bare outline and without requiring home study. The instruction is given in the form of lectures, and for the purpose of enabling the young ladies, when appointed to the primary schools, to become intelligent teachers. In order to impart instruction, particularly on natural objects, some acquaintance with the elements and outlines of the natural sciences is indispensable. Of course, it would be absurd to expect profound scholarship in all of these, or indeed in any of them, in the short period of three years. It would take a whole life time to make a scientific geologist. Nor can it be expected that we shall make profound Latin scholars; but we can impart such a knowledge of this completely inflected language as will make the graduates much better teachers of reading, spelling and etymology. The study of Latin will increase their vocabulary, and strengthen their powers of thinking. We intend to make the young ladies so perfect in their German that they can pass from us to the regular staff of the grammar school. The English language, composition, rhetoric, literature and history shall receive all the attention that their importance demands. Language is so interwoven with thought that the two are one and inseparable. They are almost synonymous. In cultivating language, apart from its intrinsic value, we are cultivating the highest faculties of mind, comparison and judgment. Perhaps we have a little more mathematics than may be

necessary, and the Committee on Normal College may deem it proper to cut it down; and yet, young ladies, if you would have sound minds and habits of logical reasoning you must study mathematics.

This great building, which we dedicate to-day, cost, without the furniture, $350,000, and is much superior in architectural design, in size and in all the appliances for the proper prosecution of study to any other edifice of a public kind in the country, perhaps in the world. It is worthy of the imperial city of New York. I think that Mr. David I. Stagg, the worthy and efficient architect and superintendent, who planned it and directed its construction, deserves very great credit for his masterly work. Every room in the building is well lighted and ventilated; the recitation rooms are all large and comfortable; the lecture-rooms are equal to any in the country, and this beautiful chapel, in which we are assembled, speaks for itself. I deem it my duty to thus mention the name of Mr. Stagg, who is a diffident, retiring man, and one who has evinced extraordinary skill and ability in designing this edifice, which is dedicated to-day to the noble purpose of training the future teachers of the city. Nor should the names of C. H. Tucker & Son, who performed the mason work of the building, be forgotten; for it is the opinion of experts that a better piece of work was never done in New York. The furniture, both school and cabinet, is the best that can be manufactured, and the contractors spared neither labor nor pains to make it all that could be desired.

Young ladies, remember that the great responsibility for the success of this institution mainly devolves upon you; it rests with you whether the city will be amply repaid for the immense sum of money expended. From what I have seen of your past I expect the very best results in the future. If in the old quarters,

unfitted in every way for purposes of instruction, so much was accomplished, we can surely predict for you in your new edifice a career of usefulness and success which will gladden the hearts of all your friends, and of all who have labored on your behalf. The Normal College had to grow; it could not spring into life, perfect in all its parts, as Minerva sprung thoroughly armed from the head of Jove. Ladies, we point with pride to what the city has done for you, and we trust that you will ever be able to look back with deep satisfaction to the period passed within this building—the largest and the best ever constructed for public school purposes.

LETTERS.

FROM HON. JOHN A. DIX,

GOVERNOR OF THE STATE OF NEW YORK.

STATE OF NEW YORK, EXECUTIVE CHAMBER,
Albany, 25th October, 1873.

DEAR SIR: Your letter of the 21st instant, addressed to the Governor at New York, was received by him here to-day. He directs me to say to you that he regrets that his many engagements will prevent his participating in the dedication exercises of the Normal College on the 29th instant.

I am, very respectfully,

Your obedient servant,

JOHN W. DIX, *Private Sec'y.*

THOMAS HUNTER, ESQ.,

Pres. Nor. Coll.

FROM HOWARD CROSBY, D. D.,

CHANCELLOR OF THE UNIVERSITY OF NEW YORK.

MR. THOMAS HUNTER, *President.*

DEAR SIR: I regret that my duties at the University on Wednesday next will prevent my joining you at the Normal College, according to your kind invitation.

Very respectfully and truly,

HOWARD CROSBY.

306 2d Avenue, Oct. 25, 1873.

FROM PROF. F. A. P. BARNARD,

PRESIDENT OF COLUMBIA COLLEGE.

COLUMBIA COLLEGE, NEW YORK,
PRESIDENT'S ROOM, Oct. 25, 1873.

PROF. THOMAS HUNTER, *President of Normal College:*

DEAR SIR—Please accept my thanks for your kind invitation to attend the dedication of your new building on Wednesday next. It would give me great pleasure to be present were it not for the fact that the National Academy of Sciences will be in session at Columbia College on the same day and at the same hour, and that my presence here cannot be dispensed with.

Permit me to congratulate you on the cheering prospects of your institution.

Yours truly,

F. A. P. BARNARD.

FROM HON. ABRAM B. WEAVER,

STATE SUPERINTENDENT.

STATE OF NEW YORK, DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, Albany, Oct. 23, 1873.

PRESIDENT THOMAS HUNTER,

Normal College, New York.

DEAR SIR: Yours of 21st instant, informing me that I have been selected to deliver an address on the occasion of the dedication of the new edifice for the Normal College in the City of New York, on the 29th instant, is received.

The lateness of the notice, in reference to official existing engagements, renders it somewhat doubtful whether I can be with you, but I will endeavor to do so if practicable. Thanking you and the Committee for the compliment of the invitation,

I remain, truly yours,

ABRAM B. WEAVER.

FROM PROF. ANDREW N. WHITE,

PRESIDENT OF CORNELL UNIVERSITY.

CORNELL UNIVERSITY, PRESIDENT'S ROOMS,
ITHACA, N. Y., Oct. 28, 1873.

MY DEAR SIR: Accept my sincere thanks for your kind invitation to be present at the dedication of your new edifice on Wednesday next; and with my thanks my regrets that duties here oblige me to forego the pleasure of being present with you on that occasion.

With congratulations on your progress and the best wishes for your success,

I remain,

Respectfully and truly yours,

ANDREW N. WHITE.

Professor THOMAS HUNTER.

FROM HON. R. L. LARREMORE,

JUDGE OF THE COURT OF COMMON PLEAS.

JUDGES' CHAMBERS, COUNTY COURT HOUSE,
NEW YORK, Oct. 29, 1873.

DEAR SIR: I expected to have been present at the Normal College this A. M., in response to your kind invitation, but an unfinished jury case prevented. I thank you for your kind remembrance of me, and assure you I shall never lose my interest in the great work in which you and your associates are engaged.

Very truly yours,

R. L. LARREMORE.

JAMES W. FARR, Esq.

ANNUAL REPORT

OF THE

President

OF THE

NORMAL COLLEGE,

FOR THE

YEAR ENDING DECEMBER 31, 1873,

TO WHICH IS APPENDED

A CATALOGUE OF THE STUDENTS.

New York:
CUSHING & BARDUA, PRINTERS, 138, 139, 141, 143 CENTRE ST.
1874.

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BOARD OF EDUCATION

OF THE

CITY OF NEW YORK.

1873.

WILLIAM H. NEILSON, *President.*
LAWRENCE D. KIERNAN, *Clerk.*

Name.	Residence.	Place of Business.	Term Exp'rs.
EUGENE KELLY	43 West 51st Street,	45 Exchange Place	1874
ROBERT HOE	111 East 16th Street,	30 Gold Street	1874
JAMES W. FARR	11 St. Luke's Place,	Tax Office	1874
ANDREW J. MATHEWSON	647 Hudson Street,	4 Pine Street	1874
ALBERT KLAMROTH	64 St. Mark's Place,	37 Park Row	1874
JAMES M. HALSTED	18 West 17th Street,	120 Broadway	1874
RUFUS G. BEARDSLEE	47 West 55th Street,	106 Broadway	1874
JACOB D. VERMILYE.	258 Fourth Avenue,	42 Wall Street	1875
JOHN CROSBY BROWN	36 East 37th Street,	59 Wall Street	1875
HENRY P. WEST	155 Grand Street,	183 Grand Street	1875
FERDINAND TRAUD	228 East 48th Street,	6th Street, n. 1st Ave.	1875
WILLIAM H. NEILSON	142 Madison Avenue,	70 Broadway	1875
DAVID WETMORE	119 Lexington Ave.,	365 Greenwich Street.	1875
DAVID F. BAKER	138 West 44th Street,	1479 Broadway	1875
WILLIAM DOWD	168 West 22d Street,	44 Wall Street	1876
SAMUEL P. PATTERSON	61 Third Street,	122 Bowery	1876
JOSEPH SELIGMAN	26 West 34th Street,	21 Broad Street	1876
CHARLES V. LEWIS	71 Hudson Street,	71 Hudson Street	1876
ALBON P. MAN	106 East 30th Street,	56 Wall Street	1876
RANDOLPH W. TOWNSEND	18 East 73d Street,	247 Broadway	1876
EDWARD O. JENKINS	137 West 44th Street,	20 North William	1876

COMMITTEE ON NORMAL SCHOOLS.

JAMES W. FARR, *Chairman.*

JOHN CROSBY BROWN,
ALBERT KLAMROTH,
R. W. TOWNSEND,
JAMES M. HALSTED.

FACULTY AND OTHER INSTRUCTORS

OF THE

NORMAL COLLEGE.

THOMAS HUNTER,
President, and Professor of Intellectual Philosophy, 140 East 80th Street.

ARTHUR H. DUNDON,
Vice-President and Professor of Latin and English, Marion Ave., Fordham.

JOSEPH A. GILLET,
Professor of Pysics and Chemistry, 103 West 49th Street.

CHARLES A. SCHLEGEL,
Professor of French and German, 791 Lexington Avenue.

GEORGE MANGOLD,
Instructor in Music, 79 Seventh Street.

EDWARD H. DAY,
Instructor in Science.

LYDIA F. WADLEIGH,
Lady Superintendent, 133 East 54th Street.

SARAH E. HEYBECK,
Secretary and Librarian, 349 East 55th Street.

ELIZA WOODS,
Tutor in Mathematics, 416 West 34th Street.

ADELÉ BASSIÉ,
Tutor in French, 327 East 17th Street.

LAVINIA M. HOLMAN,
Tutor in Natural Science, 29 West 26th Street.

FRANCES E. FEEKS,
Tutor in Latin and English, 125th Street and 1st Avenue.

MARY A. MATHEWS,
Tutor in Mathematics, 125 East 27th Street.

HELEN G. MORGAN,
Tutor in Mathematics, Jersey City.

LAURA E. LEAL,
Tutor in Mathematics, 775 Lexington Avenue.

A. CAROLINE COVELL,
Tutor in Drawing, 23 East 24th Street.

ELIZA M. PHELPS,
Tutor in Mathematics, 74 East 61st Street.

MARY WILLARD,
Tutor in History, 8 Varick Place.

JESSIE McGREGOR,
Tutor in Physics, 314 West 18th Street.

MARY E. M. CARR,
Tutor in History, 153 East 26th Street.

SERENA A. GOODWIN,
Tutor in Science, 454 West 51st Street.

ELFRIDA DE WAILLY,
Tutor in French, 309 East 79th Street.

JOANNA MITCHELS,
Tutor in German, 212 East 52d Street.

MARY E. SMYLY,
Tutor in Latin, 41 East 30th Street.

ISABELLE PARSELLS,
Tutor in Methods of Teaching, 142 East 45th Street.

ANNA BAKER,
Tutor in Drawing, 603 Lexington Avenue.

HONORA McDONOUGH,
Tutor in German, 218 East 52d Street.

ELIZA T. CHISHOLM,
Tutor in Calisthenics, etc., 51 West 12th Street.

MARY S. KENNEDY,
Tutor in Penmanship and Bookkeeping, 336 East 42d Street.

ELLA DEY,
Tutor in Latin.

COURSE OF STUDY

FOR THE

NORMAL COLLEGE.

GRADE I. FIRST YEAR—FIRST TERM.

Latin.—Principia Latina to Passive Verbs.
History.—Smith's (condensed) Greece.
German.—Schlegel's German Grammar ; the first ten lessons.*
Algebra.—Stoddard's, through Simple Equations of one unknown quantity.
Geometry.—Through First Book of Hunter's Geometry.
One Lecture per week on *Physiology.*
One Lesson per week in *Music* and one in *Drawing.* The usual Reviews. Penmanship.

GRADE II. FIRST YEAR—SECOND TERM.

Latin.—Principia Latina to the Rules of Syntax.
History.—Smith's (condensed) Rome.
German.—Schlegel's German Grammar ; from 10th to 17th lesson.
French.— " French " " 1st to 10th lesson.
Geometry.—Hunter's 2d, 3d, and 5th Books.
Natural Philosophy.—Rolfe and Gillet's. Sound, Heat, and Electricity.
Two Lectures per week on *Natural Philosophy.*
One Lesson per week in *Music* and one in *Drawing.*
Book-keeping and Penmanship.

GRADE III. SECOND YEAR—FIRST TERM.

Latin.—Principia Latina completed.
History.—Hume's England.
French.—Schlegel's French Grammar reviewed to lesson 29.
German.— " German " " " 19.
Algebra.—Stoddard's Simple Equations completed ; Radicals and Quadratic Equations.

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* Five hours per week are devoted to French and German—two hours to the former and three to the latter—during the first two years of the course; and during the last year, the students select either language, and receive three lessons per week in it.

Astronomy.—Rolfe and Gillet's. Earth, Stars and Nebulæ.
Botany.—Through the Organization of Leaves and Flowers.
One Lesson per week in ***Music*** and one in ***Drawing.*** The usual Reviews.

GRADE IV. SECOND YEAR—SECOND TERM.

Latin.—Extracts from Cæsar, Sallust and Cicero.
Rhetoric and Composition.—Boyd's, through Figures.
French.—Schlegel's French Grammar, from lesson 23 to 39.
German.— " German " reviewed.
Trigonometry.—Plain Trigonometry and its Application to Astronomy.
Astronomy.—Kiddle's. Solar System.
Two Lectures per week on *Optics*, and one each on ***Mineralogy*** and *Osteology.* One Lesson per week in ***Music*** and one in *Drawing.* The usual Reviews.

GRADE V. THIRD YEAR—FIRST TERM.

Latin.—Searing's Virgil, through Book II.
Literature and Composition.—English Writers from Edward III. to Queen Anne.
German.—Schlegel's German Grammar, from lesson 40 to 54.
French.— " French " " " 20 to 32.
Algebra.—Stoddard's Higher Equations.
Astronomy.—Kiddle's Earth, Tides, Eclipses and Application of Plane Trigonometry.
Geometry.—Davies' Solid Geometry.
Zoology.—Tenney's Natural History.
Two Lectures per week in *Chemistry.*
Two Lectures per week on *Anatomy* and *Physiology. Object Teaching* and *Reviews. Music* and *Drawing.*

GRADE VI. THIRD YEAR—SECOND TERM.

Object Lessons.—Calkins.
Intellectual Philosophy and the *Art of Teaching.*
Practice in the Training School.
Literature and *Essays.*
Civil Polity.—One Lecture per week.
German or French.—Conversations.
Algebra, Geometry, Astronomy, Arithmetic and *Grammar* reviewed to develop the power to teach.
Two Lectures per week on *Physiology.*
Three Lectures per week on *Physics.*

REPORT.

NEW YORK, JANUARY 15, 1874.

To the Honorable the Board of Education:

GENTLEMEN: In compliance with the By-Laws of your Board, I hereby beg leave to present my annual report of the Normal College for the year ending Dec. 31, 1873.

ATTENDANCE, ETC.

Number of students on Register January 1, 1873	971
" " " since admitted	497
" " " discharged (including graduates)	467
" " " remaining on Register Dec. 31, 1873	1,001
" " " who graduated June, 1873	83
" " " now in the Sixth Grade	89
" " " " " " Fifth Grade	123
" " " " " " Fourth Grade	43
" " " " " " Third Grade	168
" " " " " " Second Grade	105
" " " " " " First Grade	473
Average attendance from Jan. 1, 1873, to Dec. 31, 1873	816
Number of sessions held during the year 1873	473
" " colored students admitted June, 1873	9

ATTENDANCE OF MODEL PRIMARY SCHOOL.

Whole number taught in 1873	412
" " on Register Dec. 31, 1873	299
Average attendance for 1873	256
Number of pupil-teachers who gave lessons	94

GRADUATES OF 1873.

The class of students who graduated last June was, though the smallest, decidedly the best since the establishment of the College. They were the first class that could fairly claim the institution as their genuine *alma mater;* for they entered in the lowest grade, and after stringent examinations, were promoted step by step until the curriculum was completed. The Faculty of the College and the City Superintendent of Schools can both bear testimony to the superior attainments of the graduates of '73. The graduates of previous years had been admitted into different grades, had received every variety of instruction, and lacked that uniformity of mental training so essential to thorough classification and progress in study. That many of them were superior scholars, and have since evinced remarkable ability as teachers, is unquestionably true; but it must be stated that these young ladies came from schools which had already achieved a high reputation. In the beginning the instruction of the students was greatly embarrassed by deficiencies in some of the rudimentary studies; so much so, indeed, that we were compelled to maintain a continual review. This state of affairs was happily ended last June. It was the determination of the Faculty to raise the College by raising the standard of scholarship, even if we failed to graduate only half the number of previous years. By elevating the pupil-teachers, the whole system of public education was benefited. A very few deficient graduates could injure the College to a great extent. They would do more harm than ten times the number of excellent scholars could do good.

LIST OF GRADUATES OF 1873, IN THE ORDER OF MERIT.

1. Jackson, Caroline Cooke
2. Collord, Clara
3. Oberndorfer, Grace Miriam
3. Wilbur, Urlaville Asten
3. Wright, Mary Eugenia
6. Fletcher, Emily
7. Moore, Carrie Louisa
7. Neustadt, Alice
9. Murray, Caroline Amelia
9. Van Beuren, Ella B.
11. Gallagher, Angela
11. Whitlock, Mary Grace
11. Wilson, Elizabeth
14. Norcott, Mary Isabella
14. Swan, Mary Jane
16. Probst, Louisa
16. Stein, Helen A.
18. Roy, Isabella
19. Dougherty, Rebecca
19. Edelman, Sarah
19. Noble, Mary
22. Burr, Eveline Mary
22. Hunter, Kate
22. Schadel, Minnie
22. Woodward, Rebecca Cope
26. Borner, Caroline F.
26. Keeler, Charlotte E.
26. Panlon, Elmire Margaret
26. Quinn, Ella Loretta
30. Berrian, Harriet Elizabeth
30. Miller, Jane Quick
30. Park, Julia Hall
30. Vanderbilt, Eleanor
30. Waring, Laura
35. Graham, Anna Augusta
35. Mooney, Sarah
35. Pine, Catharine F.
35. Timms, Ella F.
35. Rosenthal, Rachel
40. Albert, Emily
40. Lynch, Kate G.
40. Nichols, Mary Lousie
43. De Forest, Mary Sheldon
43. Fitzpatrick, Kate Cecilia
43. Gallagher, Mary J.
43. Guiles, Mary Helen
43. Meagher, Bridget Frances
43. Smith, Emily B.
43. Stewart, Anna Elizabeth
50. Benjamin, Harriet
50. Nicholson, Emily Jane
52. Boole, Clara Virginia
52. Dickey, Sarah Allettá
52. Furlong, Isadora
52. Leverman, Nannie L.
52. McWhinney, Agnes Mary
52. Merrill, Eva
58. Ferguson, Sarah Murray
58. McGarry, Mary Anna
58. O'Brien, Kate
61. Bower, Mary
61. Haynes, Nellie
61. McKenna, Mary Elizabeth
64. Davis, Flora Foster
65. Bowne, Eugenia Josephine
66. Davidson, Ida Augusta
66. Wood, Lillie Bancker
68. O'Neil, Isabella Frances

68. Willmot, Laura Varian
70. Crawford, Anna Amelia
71. Hartough, Sarah Augusta
71. Mackenzie, Josephine H.
73. Boole, Grace Isabel
73. Lowenfels, Bertha
75. Babcock, Maria
76. Thompson, Kate Steele
76. Sackett, Mary Mead
78. Duncan, Sarah Jane
78. Hatch, Sarah Wood
78. Mahoney, Kate Cornelia
78. Spillane, Mary Agnes
78. Strasburger, Mina
78. Talkington, Grace V.

To this list five other names were subsequently added. These young ladies were "conditioned," and, having passed a satisfactory examination in September, received their diplomas.

MEDALS AND REWARDS.

The true way to diminish punishments is to multiply rewards.

In 1870, Mrs. Oswald Ottendorfer donated $1,000 to the Normal College, the interest of which was to be devoted to procuring two medals, one of gold and the other of silver, to be awarded to the two students who made the greatest progress in the study of the German language.

The Ottendorfer Gold Medal was awarded to Miss Caroline Brouner,

And the Ottendorfer Silver Medal was awarded to Miss Annie M. Dalton.

A beautiful volume was also awarded to Miss Julia Gerraghty, by Mr. F. W. Christern, one of the Examiners.

In 1872, J. Grenville Kane, Esq., donated $1,000 to the Normal College, the interest of which was to procure a gold medal to be awarded to that student who passed the best examination in Physiology.

The KANE Gold Medal was awarded to Miss MARY SHELDON DE FORREST.

Since the organization of the College, JAMES KELLY, Esq., Inspector of Schools, has given, each year, two medals, one of silver and the other of bronze, to the two graduates who excelled in the methods and principles of teaching.

The KELLY Silver Medal was awarded to Miss ALICE NEUSTADT,

And the KELLY Bronze Medal was awarded to Miss MARY EUGENIA WRIGHT.

In 1872, JAMES S. BARRON, Esq., gave a prize of $50 in gold for proficiency in Elocution. To this he added in 1873 a further prize of $50 in gold for proficiency in Music.

The BARRON Prize for Elocution was awarded to Miss MINNIE FERRERO,

And the BARRON Prize for Music was awarded to Miss BERTHA BARUCH.

In Elocution, honorable mention was made of Miss ADA LOUISA COURTIER.

In Music, honorable mention was made of Miss HELEN STEIN.

In 1872, the ASSOCIATE ALUMNÆ of the Normal College granted a gold medal to the best student in Physics. In 1873 the grant was repeated.

The ALUMNÆ Gold Medal was awarded to Miss CAROLINE COOKE JACKSON.

In 1872, WILSON G. HUNT, Esq., gave a gold medal for proficiency in Latin. He repeated his gift in 1873.

The HUNT Gold Medal was awarded to Miss CLARA COLLORD.

HONOR STUDENTS.

The names of the ten best students at the time of graduation were: Caroline Cooke Jackson, Clara Collord, Grace M. Obendorfer, Urlaville Asten Wilbur, Mary Eugenia Wright, Emily Fletcher, Carrie Louisa Moore, Alice Neustadt, Caroline Amelia Murray and Ella B. Van Beuren.

The names of the students who stood highest in their respective classes were:

Clara Collord, A6.	Minnie Elizabeth Knoth, B3.
Isabella Roy, B6.	Mary Ward, A2.
Caroline Cooke Jackson, C6.	Barbara Leyendecker, B2.
Anna Louise Cowell, A5.	Betty Shuster, C2.
Annie Madalene Dalton, B5.	Mary Mahoney, C2.
Jemima Haslett, B5.	Marguerite Merington, D2.
Elizabeth Jane Hunter, C5.	Elinor Funk, E2.
Evelyn Mandeville, A4.	Elizabeth Robertson, A1.
Marion Loomis Hendrickson, B4.	Emma Hawthorn, B1.
Mary L. Cope, C4.	Sarah Magunigal, C1.
Sarah Agnes Robinson, D4.	Bertha Veronica Koehler, D1.
Rachel Walters, A3.	Irene Lawrence, E1.

To the above-mentioned young ladies was awarded the PRIZE OF THE BOARD OF EDUCATION, consisting of $150 worth of books.

ADMISSIONS FROM THE PUBLIC SCHOOLS.

The whole number of pupils admitted from the Public Schools last June was 495. Of these 9 were colored. The following tables will show what schools and what Wards are best represented:

SHOWING THE NUMBER OF PUPILS ADMITTED FROM EACH OF THE FEMALE GRAMMAR SCHOOLS AT THE EXAMINATION IN JUNE, 1873.

Ward.	No. of School.	No. Admitted.	Ward	No. of School.	No. Admitted.	Ward.	No. of School.	No. Admitted.
4th.....	1	7	11th	22	2	12th	43	1
7th.....	2	10	6th	23	0	5th	44	14
9th.....	3	13	6th	24	3	16th	45	18
13th.....	4	0	17th	25	4	12th	46	4
14th.....	5	0	20th	26	Boys'	15th	47	70
12th.....	6	Boys'	19th	27	3	20th	48	16
10th.....	7	0	22d	28	5	21st	49	49
8th....	8	3	1st	29	3	18th	50	17
22d	9	0	14th	30	6	22d	51	0
15th.....	10	13	7th	31	Boys'	12th	52	1
16th.....	11	Boys'	20th	32	Boys'	19th	53	17
7th.....	12	1	20th	33	28	12th	54	0
17th.....	13	6	13th	34	3	16th	55	Boys'
21st.....	14	13	15th	35	Boys'	16th	56	18
11th.....	15	1	11th	36	0	12th	57	Boys'
9th.....	16	Boys'	12th	37	24	22d	58	Boys'
22d.....	17	20	8th	38	3	19th	59	0
19th.....	18	23	13th	39	24		*1	1
17th.....	19	10	18th	40	Boys'		*2	2
10th.....	20	0	9th	41	23		*3	6
14th.....	21	4	10th	42	6	Total.....		495

* Colored.

SHOWING THE NUMBER OF PUPILS ADMITTED FROM EACH WARD AND EACH SCHOOL DISTRICT AT THE EXAMINATION IN JUNE, 1873.

WARDS.	NO. OF PUPILS.	WARDS.	NO. OF PUPILS.
1st	3	14th	10
2d	0	15th	83
3d	0	16th	36
4th	7	17th	20
5th	14	18th	17
6th	3	19th	43
7th	11	20th	44
8th	6	21st	62
9th	36	22d	25
10th	6	Colored Schools	9
11th	3		
12th	54	Total	495
13th	3		

DISTRICTS.	NO. OF PUPILS.	DISTRICTS	NO. OF PUPILS.
1st	33	5th	100
2d	30	6th	106
3d	72	7th	122
4th	28	Colored Schools	9

An examination of the above statistics will prove some singular facts in relation to the present site of the College. From the section of the city bounded by Rivington street and West Houston, both the rivers and the Battery, including the First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Tenth, Thirteenth, and Fourteenth Wards (just half the number of Wards in the city), and containing sixteen Female Grammar Schools, there were only sixty-three pupils admitted to the College at the last examination. While from the Seventh District, composed of the Twelfth, Nineteenth, and Twenty-second Wards, and containing eleven Female Grammar Schools, 122 pupils were admitted. The Twelfth Ward, whose territory is north of Eighty-sixth street, sent fifty-four (almost as many as from the eleven down town wards), and forty-eight of these came from two schools, No. 37 and No. 39. From the Sixth and Seventh Districts there were 228 pupils admitted. These districts lie north of Twenty-sixth street. Of the 100 pupils sent from the Fifth District it might be found, I have little doubt, that seventy-five per cent. of them reside north of Twenty-third street. It is safe to say that five-sixths of all the students now in the Normal College reside above Fourteenth street. It is not distance that prevents the down town schools from availing themselves of the advantages of the Institution; for from the Ninth Ward, to whose children the College is most inaccessible, thirty-six pupils have been admitted. The Third School District, composed of the Ninth and Sixteenth Wards (very unfavorably located as regards the College), sent us seventy-two pupils. Compare this number with the twenty-three that came from the Fourth School District (with its teeming population and its numerous schools), and it will be seen that distance has nothing to do with admission to the College. The three Female Grammar Schools of the Eleventh Ward sent but three candidates. But it may be said that if the College were down town there would be a different state of things. Not at all; for the statistics of last year, when the Institution was located in Fourth street, showed similar results. I wish it distinctly understood that these facts and

figures are not exhibited for the purpose of depreciating the schools in the lower Wards of the city. On the contrary, when all the circumstances of location and population are taken into consideration, as they ought to be, these schools and teachers deserve great praise; and the only wonder is that they have been able to do so well. The simple fact is that the great majority of scholars in the First, Second, and Fourth School Districts are obliged to leave school, some in the Primary and others in the lower Grammar School classes, long before the age that would make them eligible for admission to the Normal College. The facts and figures prove this:—the College edifice is almost central for the people who desire to avail themselves of its advantages. With the admission of the three towns of Westchester, and with the tide of population ever pressing northward, *the building will, in a few years, be too far down town.*

STUDIES.

But slight alteration has been made during the year in the course of study. Four recitations a day, or twenty per week, are required from every student in the College. There can be no deviation on the part of any instructor from this programme. Ten minutes are allowed for the opening exercises; ten minutes for quotations from the young ladies; twenty minutes for one-half the students to practice vocal music, while the other half is employed in letter-writing, spelling, grammar, arithmetic, and such other rudimentary studies as may need reviewing. By this arrangement the four regular recitations are not interrupted. During the first years of the existence of the Normal College the necessity for continual reviews, owing to the great diversity of attainment, consequent upon forty or fifty different methods of teaching, created great embarrassment and delay. When forced to teach subjects supposed to have been completed in the supplementary classes, nay, when compelled in some instances to *unteach* before correct teaching could be commenced, the studies of least moment went necessarily to the wall. And thus it was

that the studies of German and French not infrequently suffered. When the young candidates for positions in the schools were required to pass a good examination in algebra, grammar and geometry, and when known to have been deficient in these essential subjects, it would have been both unfair and cruel to have compelled them to pursue studies which were non-essential. This state of things is now happily ended. During the first two years of the course five hours a week are devoted to the modern languages—three to German and two to French. During the last year the students can select either language and receive three lessons per week in it. It has been calculated by experts in the study of language that this plan will suffice to enable the College to prepare teachers qualified to instruct in either German or French. It must be borne in mind that a comparatively good knowledge of English and a fair knowledge of Latin will greatly facilitate the progress of the students in the modern languages. Nevertheless, my own opinion is that the time allotted is too short. The term should be increased to four years. Latin is indispensable not only as the best medium of cultivation, but for its practical value to the teacher. Reading, spelling, definitions, etymology, and English grammar can all be taught much better by an instructor familiar with the Latin language. The By-Laws of your Board make German an obligatory study, and hence it must be taught.

The different branches of Natural Science have been taught hitherto in bare outline and by means of lectures. This course entailed but very little, if any, home study. In teaching geology, zoology, botany, etc., the object was to furnish the future teachers with such general information as would enhance the value of their instruction, and to create and foster such a taste for these sciences that subsequent improvement would follow as a matter of course. If the main object of the Institution were not to furnish able and intelligent teachers for the Public Schools, it would doubtless be much wiser to devote the time allotted to one branch of science, and study that more thoroughly. The inductive

method of investigation and the general mode of analysis, as applicable to one branch, could afterward be applied to each and all. The plan, for example, pursued in the study of geology, if applied subsequently to mineralogy or botany, would make the work comparatively easy.

The important department of Physiology, Anatomy, and Hygiene has suffered since the late Professor Redfield's illness interrupted his labors. The health of the scholars and of the teachers absolutely demand that this branch of study should hold no secondary place in the College curriculum. And I trust that the Committee on Normal Schools will secure the services of some female physician who can teach by authority, and teach in a way to effect the greatest amount of good. One or two lectures each day would suffice to prepare the teachers so that they would know how to take care of their own health and that of the children committed to their care.

It is a matter for congratulation that the Committee on Normal Schools have appointed a teacher of Calisthenics. Physical culture becomes now a part of our programme. By means of music and rubber chest-expanders, a series of light and beautiful exercises is performed every day. Every young lady is compelled, unless excused for cause, to exercise daily for fifteen minutes. I would state in this connection that at the end of every recitation five minutes are given for relaxation, passing from class-room to lecture-room, chapel, or calisthenium; that half an hour is given every day for amusement and promenading; and that every precaution is taken to make the students both happy and healthy.

LATIN, LITERATURE AND HISTORY.

The following extracts are taken from Professor Dundon's report to the President:

"In Latin, the aim of the instructors and myself has been 'to make haste slowly.'" Short lessons have been given, so that *thoroughness* as far as possible

might be secured. Experience shows that of the Collegiate studies, Languages are most easily forgotten in after years. The only and true remedy is to be found in the complete mastery of the *mechanism* before the work of translation is regularly pursued.

"*English Literature.*—The interest in this subject as a means of culture goes on increasing year after year. To the one sex it recommends itself more strongly than to the other, owing, no doubt, to a keener relish for the beautiful, and possibly too, because of the social consideration to which knowledge of this kind leads. To this interest there is one serious drawback, namely the want of a library, containing, say, a score copies of each of the principal authors reviewed. At present we can only present our pupils with a guide-book instead of taking them on a tour of observation to see and examine for themselves. On every side complaint is made of the overwhelming tide of literary trash. Its volume can only be lessened by placing within the reach of students the noble masters of English Literature. Banish the readers of unworthy literature, and the purveyors and writers will be annihilated.

"*History.*—In this department our efforts are directed toward the causes that influence and mould civilization, toward the relation of great facts, and toward laying something of a solid foundation for a subsequent superstructure.

"In my special department of English Literature the back-bone of which is a knowledge of English History, the labors of my instructors are of invaluable assistance."

In relation to the departments under Professor Dundon's charge, I would state that the progress has been very satisfactory. The students have been well grounded in their Latin; they have taken up, in turn and in their natural order, the Histories of Greece (together with a preparatory outline of Egypt, Persia, etc)., Rome, England and the United States; they have been taught composition, rhetoric and English literature. The recitations and quotations during the morning exercises impart a very powerful impetus to the study of the history and literature both of England and America. It has been remarked that the young ladies who belong to the two College literary societies excel in logical expression.

PHYSICS AND CHEMISTRY.

This department, or more correctly these two departments, are under the charge of Professor Gillet. If Chemistry could be transferred to the department of Physiology, where it properly belongs, and if the Professor had charge only of Phyiscs and Mathematics, which are kindred in their nature, he would still have ample work for one man to do. The following remarks are extracted from Professor Gillet's report to the President:

"Since we have been in the new building, where we have ample facilities for carrying out whatever plans seem best, we have taken special pains to diminish the amount of home study on the part of the pupil as much as possible. We are fully convinced that the only remedy for weary hours of vague and profitless home study, on the part of a large percentage of pupils, is pointed and judicious instruction on the part of the teacher in the class-room. And we believe that such instruction is profitable for even the brightest pupils. We hold that this class instruction should always *precede* home study. We think we have reason to feel that we have made some progress in this direction, although we are far from accomplishing all that we think it is possible and desirable to accomplish.

"The method of marking pupils upon written *monthly* or *topical* examinations has now been extended to the lowest grade in my department, with general satisfaction to both teachers and scholars. In addition to its many other advantages (to some of which I referred in my last report), this method of marking seems to me to save the scholars from a great deal of useless worrying. They have no occasion to be over-anxious lest they make failures in their daily recitation, and each pupil feels that she has a chance to understand a topic thoroughly before she is marked for her knowledge of it. We are careful to make these monthly examinations so short that they may be written with the greatest deliberation.

"All of my assistants have worked during the year with an energy, a faithfulness, and an ability worthy of the highest commendation. I have been more than gratified with the readiness and cheerfulness with which they have carried out every suggestion that I have made with reference to their work.

"On visiting the classes taught by my assistants, I have been struck with the excellent spirit manifested by the pupils. While I have noticed considerable difference of ability in the different divisions, especially of the first grade, I have found each pupil apparently trying to do her best. I have been

especially impressed with the cheerfulness, fidelity and ability with which the senior classes are doing their work.

"We have already made considerable addition to our chemical and physical apparatus since we entered the new building, and we shall need to make quite extensive additions yet before we become fully equipped for work

"Thanks to the generosity of the Committee on Normal Schools, we expect soon to be provided with all the material we need for purposes of instruction. It is hardly necessary to say that, in an institution like ours, one needs sufficient apparatus for a clear and thorough illustration of all the subjects taught. The subjects of chemistry and physics when clearly illustrated are sufficiently interesting in themselves, and do not need to be made attractive by an array of brilliant experiments. We need an apparatus for elucidation and not for display."

The Departments of Mathematics, Physics and Chemistry, under the careful and energetic supervision of Professor Gillet, have been eminently successful. The Professor, by devoting many of his leisure hours after 2 o'clock, to the work of preparation, has been enabled to save to the Board the expense of an assistant.

GERMAN AND FRENCH.

I have already alluded to the difficulties under which this department has labored, and to the changes recently effected, which, it is hoped, under the scholarly direction of Professor Schlegel, will result in the elevation of these important studies. The promotion of Miss Joanna Mitchels and the appointment of Miss McDonough will have a marked influence upon the study of the German language. The following extracts from the report of the Professor in charge will explain more fully the embarassments under which he has performed his work:

"In the first term, from February to June, I instructed in German, with the excellent assistance of Miss Mitchels, who gave two lessons a week in the classes of the First and Second Grades. The other classes, with the exception of the Sixth Grade, which had no instruction in modern languages, received partly two lessons a week, partly only one, given by myself. The grammatical elements were continued, together with the translation of easier pieces from

German literature, and occasional exercises in conversation, as far as practicable. The instruction in the French language was divided between Mademoiselle de Wailly in the First and Second Grades, and Madame Bassie in the Third, Fourth and Fifth Grades, comprehending the elements of grammar, with translations from one language into the other. One lesson in the Fifth Grade was given by myself, introducing the pupils to French literature and to practical conversation.

"In the second term, beginning with the 1st of September, the instruction in German and French had to be limited to one lesson a week in some classes, and temporarily suspended in others, owing to the increase of the classes and to the want of a further tutor in my department. This defect, however, has been remedied since, for which I am much indebted to the interest you took in the instruction of languages and to the Committee on Normal College, who appointed Miss McDonough as a tutor in my department. She is now giving the instruction in German in seven classes of the First Grade to my entire satisfaction. Since the 1st of November the pupils have received three hours a week in German and two in French in all classes of the First, Second, Third, and Fourth Grades. In the Fifth Grade they choose between the two languages, with three hours in either. Thus German is taught in A6, B6, and A5; French in B5 and C5."

METHODS AND PRINCIPLES OF TEACHING.

This department of normal instruction has been under the care of the PRESIDENT, assisted until September last by Miss Ida Bruce, and since then by Miss Isabelle Parsells. Object and objective teaching have received especial attention, and specimen lessons have been given by the pupil-teachers, but for want of a school of practice, with indifferent results. All correct teaching being based on the principles of psychology, both instructors have aimed to show the effects of the subjects taught, upon the different faculties of the mind. When time permitted, the PRESIDENT has directed his efforts more especially to methods of School Discipline and Government. He has tried to infuse into the minds of the pupil-teachers a few cardinal principles: First, to bring to their work a spirit of zeal and enthusiasm. Second, to command respect by deserving it. Third, to make their scholars as far as possible self-governing. Fourth, to issue

as few orders as possible. Fifth, to demand just sufficient order to enable them to teach. Sixth, to keep their scholars busily employed. Seventh, to make proper allowances for sickness and disease. Eighth, to be occasionally a little blind and deaf—not to see and hear too much. Ninth, never on any account to punish a child either morally or physically while angry or irritated. Tenth, to bring to the work of instruction a well-stored mind, etc., etc.

Experience has taught the fact that young teachers suffer most for want of power to govern their classes, and that disorder arises, not so much from any inherent depravity in the hearts of the children, as from want of tact and discretion on the part of the instructor. A spirited horse will try to throw an unskillful rider, and so a class of bright boys will frequently endeavor to obtain the mastery over a crude and inexperienced teacher. Practical work in the class-room, trial, experiment and repeated efforts day by day, under criticism and instruction, are what these apprentice teachers most require.

THE TRAINING SCHOOL.

The Training School is indispensable. A Normal Institution without a School of Practice is literally "The Play of Hamlet, with the part of Hamlet left out." Hitherto, there was a sort of opportunity to practice teaching in the model Primary School, but since the removal of the College to Sixty-ninth street, even that opportunity is lost. I trust that your Board will expedite the completion of the Training School on Lexington avenue. It is sorely needed, not only for the College, but for the accommodation of the inhabitants of a growing neighborhood.

ORDER AND DISCIPLINE.

The general spirit manifested by the students, their punctual and regular attendance, and their desire to carry out the wishes

of those placed in authority over them, command my warmest admiration. I have been surprised to find lateness reduced to one-third of one per cent. and absence to those absolutely compelled to remain at home owing to sickness or death in the family. Such is the desire of the young ladies to excel in studies and to stand high before their instructors, that I have been forced to issue an order that no student in any junior class shall study more than two hours per day at home. It is very gratifying to be able to state that since the foundation of the Normal College, not a single student has been dismissed, not one suspended, and not one reported to the committee for disobedience. In relation to the order and discipline, Miss L. F. Wadleigh, Lady Superintendent, reports:

"Our removal to the present spacious building has been accompanied with decided improvement in discipline and order. Still, that self-government so essential to mental and moral growth has not been fully attained. A good, wholesome discipline is the outgrowth of self-restraint and personal responsibility. It is easier to govern a child and assume his responsibilities than to teach him to govern himself. Hence, so many come to us dependent and irresponsible."

INSTRUCTORS.

Since my last report several changes have occurred in the corps of instructors. That very able, zealous and conscientious teacher, Professor P. M. W. Redfield, has been removed by the hand of death; and Mr. E. H. Day, appointed instructor to teach a portion of the subjects pertaining to the chair of natural science. Misses Jane Harkness and Emma L. Crasto, both meritorious teachers, have resigned, and their positions as second assistants have been filled by the well-earned promotion of Misses Joanna Mitchels and Mary E. Smyly. Miss Ida Bruce, who had few superiors in her profession, resigned last fall to enter Cornell University, and her place has been filled by the appointment of Miss Isabelle Parsells. Miss Eliza T. Chisholm

has been appointed teacher of calisthenics and English composition. Misses Kennedy and Dey have been appointed to fill the vacancies caused by the promotion of Misses Mitchels and Smyly.

Generally speaking, I have been ably and faithfully assisted. The great majority of the instructors are the very best that I have ever seen. During the four years that we have been together, there has never been a single instance of discord. To their efforts I feel deeply indebted for whatever success has been achieved by the Normal College.

CONCLUSION.

The most notable event of the year as regards the College, was the dedication of the new edifice. It cheered the hearts of all the friends of Normal instruction and the higher education of women, to find the Institution publicly indorsed and sustained by the Hon. Wm. F. Havemeyer, Mayor of the city; the Hon. Wm. H. Neilson, President of the Board; Henry Kiddle, Esq., City Superintendent of Schools; James W. Farr, Esq., Chairman of the Committee on Normal Schools; the Hon. Wm. E. Curtis, the Hon. E. C. Benedict, and the Hon. Bernard Smyth, ex-Presidents of the Board, and many others whose names appeared in the published report of the proceedings on that interesting occasion.

To the Committee on Normal Schools and to your Board, I beg leave on behalf of the teachers and students of the Normal College, to return my most sincere thanks for the cordial support which has been given to the Institution. In this connection it may not be out of place to thank Commissioner Albert Klamroth, for his very able and learned lectures on Comparative Philology.

Trusting that Divine Providence will continue to bless our efforts in the great and good cause of public education,

I have the honor to be,

Your humble servant,

THOS. HUNTER,

President Normal College.

NORMAL COLLEGE CLASSES FOR THE TERM ENDING JUNE 30TH, 1873.

A 6th.

Class Standing.	Name.	Average in Review Studies. Pr. ct.	Average in Collegiate Studies. Pr. ct.	General Average. Pr. ct.	Class Standing.	Name.	Average in Review Studies. Pr. ct.	Average in Collegiate Studies. Pr. ct.	General Average. Pr. ct.
1	Collord, Clara.....	96	98	97	22	Crawford, Anna A.	76	81	79
2	Wright, Mary E...	91	96	94	22	McKenzie, J.....	77	81	79
3	Moore, Carrie L...	91	92	92	22	Hartough, Aug. R..	81	76	79
3	Fletcher, Emily M.	96	87	92	29	Boole, Grace V....	78	77	78
5	Van Buren, Ella B.	91	91	91	29	Lowenfels, Bertha..	79	77	78
5	Murray, Carrie A..	89	93	91	29	Nicholson, Emily J.	79	77	78
7	Swan, Mary.....	89	88	89	32	Merrill, Eva.....	72	81	77
8	Probst Louise.....	90	85	88	32	Furlong, Isadora...	75	79	77
8	Stein, Helen.....	92	83	88	32	Boole, Clara V....	66	88	77
10	Hunter, Kate.....	83	84	84	32	Leverman, A.....	73	81	77
11	Keeler, Lottie.....	81	84	83	36	Ferguson, Sarah...	71	81	76
11	Panlon, Elmira M..	81	84	83	36	McGarry, M.....	65	86	76
13	Park, Julia.....	83	81	82	36	Strasberger, Mina..	83	69	76
13	Vanderbilt, Eleanor	87	76	82	39	Bower, Mary.....	68	82	75
13	Bowne, Eugenia...	86	78	82	39	Haynes, Nellie.....	73	77	75
16	Pine, Kate.....	76	85	81	39	McKenna, Mary...	67	83	75
16	Wood, Lillie B....	83	79	81	39	Hatch, Sarah.....	76	73	75
16	Graham, Anna....	78	84	81	39	Talkington, Grace..	75	75	75
16	Rosenthal, Rachel..	82	80	81					
16	Timms, Ella.....	80	81	81	44	Lewis, Helen.....	61	81	71
21	Wilmott, Laura V..	80	80	80	45	Ward, Louisa D...	75	64	70
22	Fitzpatrick, Kate C.	81	78	79	46	Lehwess, Sophia...	56	77	67
22	De Forest, Mary...	86	73	79	46	Gruble, Julia.....	62	71	67
22	Stewart, Anna.....	63	85	79	48	Hamilton, Mary...	63	69	66
22	Meagher, Bridget..	78	79	79					

B 6th.

Class Standing.	Name.	Average in Review Studies. Pr. ct.	Average in Collegiate Studies. Pr. ct.	General Average. Pr. ct.	Class Standing.	Name.	Average in Review Studies. Pr. ct.	Average in Collegiate Studies. Pr. ct.	General Average. Pr. ct.
1	Roy, Isabella.....	84	89	87	20	Andrews, Susie....	67	61	64
2	Noble, Mary.....	87	84	86	21	McGowan, Mary S.	58	68	63
3	Borner, Carrie F....	83	83	83	22	McSorely, Kate E..	68	57	63
4	Nichols, Louisa M..	73	86	80	23	Hellwig, Julia.....	56	66	61
5	Benjamin, Harriet..	75	81	78	24	Foy, Mary.....	49	70	60
6	McWhinney, A. M.	76	78	77	25	Hirsch, Julia.....	55	64	60
7	Davis, Flora F....	94	76	85	26	Muldoon, Kate G..	55	59	57
8	Davidson, Ida A...	79	83	81	27	Breen, Emma.....	58	55	57
9	Babcock, Maria....	81	73	77	28	Young, Nevella....	53	52	53
10	Sackett, Mary M...	78	74	76	29	Malcolm, Williminl.	54	52	53
11	Thompson, Kate S..	76	75	76	30	Emery, Ada.....	52	43	48
12	Mahoney, Kate C..	76	74	75	31	Stewart, Elizabeth.	23	55	39
13	Spillane, Mary A..	76	73	75	32	Finnegan, Mary...	59	69	64
14	Duncan, Sara J....	78	71	75	33	Haynes Frank E..		not	ex.
					34	Barndollar, Sarah..		"	
15	Trainor, Sarah L..	66	71	68	35	Courtier, Ada L....		"	
16	Crow, Hannah.....	68	66	67	36	Flinn, Charlotte...		"	
17	Files, Mary A.....	61	70	66	37	Fogarty, Kate.....		"	
18	Huelat, Julia.....	58	72	65	38	Hanna, Henrietta A.		"	
19	Sparks, Lucretia P.	57	7	64					

C 6th.

1	Jackson, Caroline C.	99	97	98	18	Mooney, Sarah M..	76	86	81
2	Wilbur, Urlaville A.	92	95	94	19	Albert, Emily.....	90	69	80
2	Oberndorfer, Gr. M.	93	94	94	19	Lynch, Kate G....	77	82	80
4	Neustadt, Alice....	90	93	92	21	Guiles, Mary H....	83	75	79
5	Whitlock, Grace...	89	90	90	2	Gallagher, Mary J.	6	72	79
5	Wilson, Elizabeth..	90	89	90	2	Smith, Emily.....	77	80	79
5	Gallagher, Angela..	95	84	90	24	Dickey, Sarah A...	85	68	77
8	Norcott, Isabella M.	90	88	89	25	O'Brien, Kate A...	81	71	76
9	Dougherty, Rebecca	91	81	86					
9	Edelman, Sarah...	83	89	86	26	Mackrell, Mary....	62	61	62
11	Burr, Evoline M...	81	87	84	27	Blaney, Jennie A..	55	59	57
11	Woodward, Rebecca	85	83	84	28	McCaffrey, Mary..	56	54	55
11	Schadel, Minnie....	89	79	84	29	Maguan, Mary.....	50	54	52
14	Quinn, Ella L.....	90	75	83	30	Mayer, Henrietta..		not	ex.
15	Berrian, Harriet E.	81	82	82	31	Levy, Rebecca.....		"	
15	Waring, Laura....	83	81	82	32	Way, Irene.....		"	
15	Miller, Jane Q.....	83	8	82	33	Wright, Henrietta.		"	

A 5th.

Class Standing.	Name.	Per Cent.	Class Standing.	Name.	Per Cent.
1	Cowell, Anna	94	17	McCormick, Eliza	76
2	McCready, Amelia	93	18	Stone, Annie	76
3	Reilly, Kate	93	19	Wilson, Emma	75
4	Sawyer, Alice	92	20	Doyle, Katie	72
5	Hill, Kate	91	21	Neal, Lizzie	72
6	Sheriff, Emma	89	22	Morris, Maggie	71
7	Corbould, Mary	88	23	Ramsey, Annie	70
8	Brophy, Ella	88	24	Sebert, Josie	70
9	Lewis, Mary	85	25	Kennard, Ella	69
10	Kennedy, Mary	84	26	Herring, Annie	68
11	Sibbald, Hannah	82	27	Schureman, Eliza	66
12	Walmsley, Emma	82	28	Hill, Sarah	66
13	Lowenstein, Lydia	80	29	Henley, Nellie	63
14	McCloskey, Sarah	80	30	Wyckoff, Theodosia	62
15	Merritt, Annie	78	31	Robertson, Harriet	62
16	Lyell, Mary	77	32	Simes, Lottie	61

B 5th.

1	Dalton, Annie	91	14	Haslett, Isabella S	79
2	Haslett, Jemima	91	15	Dempsey, Mary	78
3	Weber, Hattie	87	15	Hobby, Kate L	78
4	Freedman, Agnes E	86	18	Crapser, Helen A	77
4	Morris, Jennie R	86	18	Aitchison, Fannie	77
4	Rothert, Louise H	86	20	Marsh, Belle C	76
7	Denning, Annie	84	21	Dempsey, Augusta	75
7	Talbert, Elizabeth	84	22	McGiveny, Sarah	72
7	Sears, Marion J	84	23	Stanford, Clara	68
7	Hay, Margaret C	84	24	Levy, Annie	67
11	Freeborn, Ella C	83	25	Merritt, Emmarintha	66
12	Lowenthal, Emma	82		Baruch, Bertha	not ex.
13	Rorer, Mary E	81		Spencer, Mary A	"

C. 5th.

Class Standing.	Name.	Per Cent.	Class Standing.	Name.	Per Cent.
1	Hunter, Elizabeth J.....	97	17	Davis, Mary R.....	81
2	Tunis, Lucia B.....	96	17	Eckstein, Isabella	81
3	Haydock, Adelaide	93	20	Green, Jane B.....	80
4	Altschul, Elise	92	21	Banta, Elizabeth.....	79
5	Brouner, Caroline W.....	91	21	Gotleib, Mary.....	79
5	Maxwell, Florence A.....	91	21	Moffett, Elizabeth A.....	79
5	Woglom, Rebecca D.....	91	21	Townsend, Abigail.....	79
8	Miller, Caroline J.....	90	21	Van Vorst, Anna.....	79
9	Geraghty, Julia R.....	89	26	Day, Sarah E.....	77
9	Peterson, Elsie M	89	26	Mulshine, Mary A.....	77
11	Thompson, Catharine....	88	26	Roberts, Harriet W.....	77
11	Wiley, Sarah E.....	88	29	White, Emma L.....	76
13	Lawler, Amelia M	86	30	Smith, Emily.....	75
14	Oterson, Margaret.....	85	31	Cohn, Wilhelmina.....	74
15	Ecker, Sarah M.....	84	32	Hughes, Jane.....	72
16	Morrison, Jane A.....	82	33	Schwab, Bertha.....	68
17	Calkins, Ella.....	81	34	Corey, Eliza.....	67

A 4th.

1	Mandeville, Evelyn.....	90	15	Hay, Mary D.....	77
2	Rider, Florence A	88	17	Harvey, Alice.....	75
3	Radley, Marie L.....	87	17	Oberndorfer, Helen M....	75
3	Read, Emma.....	87	17	Sinclair, Emma J.....	75
5	Westbrook, Lizzie.....	86	20	Patsouric, Antonia.....	75
6	Davis, Anna M.....	84	21	Hazelton, Emma M.....	72
7	Hills, Mary E.....	83	20	McCort, Esther L	75
7	Hurley, Hannah.....	83	23	Corning, Margaret.....	78
9	Van Dyck, Mary E.....	81	23	Williamson, Ada	75
10	Jennings, Sadie.....	80	25	McDonough, Adeline.....	77
10	Roe, Charity F.....	80	26	Donnelly, Rosanna	69
12	Murray, Hannah T.....	79	27	Byrdsall, Louie.....	61
12	Shepard, Mara B.....	79	27	Clancey, Catharine A.....	61
14	Reilly, Rose A	78	29	Potts, Kate Anne.....	55
15	Flannigan, Emma	77	30	Carolan, May	55

B 4th.

Class Standing	Name.	Per Cent.	Class Standing.	Name.	Per Cent.
1	Hendrickson, Marion L...	90	16	Mills, Corinne.....	81
2	Bock, Clara A.	88	16	Wells, Elizabeth M.....	81
2	Fernhead, Josephine L. ..	88	18	Gillespie, Sarah	80
2	Jones, Sarah A.	88	18	Hall, Isabella H.....	80
5	Hill, Ida L.	87	20	Maguire, Kate A.....	79
6	Hunken, Anna.....	85	20	Squier, Edith A.....	79
6	Johnston, Helma A...	85	20	Turner, Emma.....	79
8	Keyes, Fannie S.	84	23	Raymond, Estelle.....	75
8	McNamara, Mary E.....	84	23	McLaughlan, Elizabeth..	76
10	Ferrero, Minnie A.....	83	23	Hopkins, Fannie S.. ...	75
10	Julien, Mary.....	83	26	Audubon, Anna G.....	73
12	Cox, Clara A.....	82	26	Hancock, Mary	73
12	Duryee. Cora.	82	28	Brown. Mary F.....	68
12	Hoag, Ella F.....	82	28	Coan, Maria G.....	68
12	Lippman, Julia.....	82			

C 4th.

1	Cope, Mary L.....	94	16	Eickwort. Dora	82
2	Ennever, Emily.....	90	17	Burlinson, Mary.....	81
3	Kiernan. Maria T.....	89	18	Gough, Agnes.....	79
3	Albro, Helen J.	89	18	Fisher, Phenie R.....	79
5	Henry, Rachel	88	18	Daly, Emma.....	77
5	McAdam, Maggie.....	88	21	Curtis, Charlietta.....	78
7	Erbschloe, Mignionette...	86	21	Hayes, Julia.....	78
7	Keating, Annie.....	86	21	Boesé, Ella.....	78
7	Ford, Sarah.....	86	24	Myhan, Hester.....	77
10	Richman, Isabel.....	85	25	Killeen, Lizzie	76
10	Hirsch, Rebecca.....	85	25	May, Mary J.....	76
12	McCort, Katie.....	83	27	Eakins, Maggie.....	75
12	Jacobs, Esther.....	83	28	Hurley, Ellen.....	74
12	Parker, Annie.....	83	29	Chapin, Edna.....	71
12	Haley, Nettie.....	83	30	Raftery, Mary.....	69

D 4th.

Class Standing.	Name.	Per Cent.	Class. Standing.	Name.	Per Cent.
1	Robinson, Sarah M.....	96	29	Weiner, Annie C.....	78
2	Robinson, Frances.....	95	10	Stanton, Sarah J.....	76
3	Files, Emma F.....	94	20	Nevers, Mary.....	76
4	Cudlipp, Hattie L.....	91	22	Honigman, Sarah.....	75
5	Wyman, Helen L.....	90	22	Shedd, Katharine E.....	75
6	Keeler, Harriet L.....	89	22	Hunter, Anna M.....	75
7	Finley, Isabel E.....	88	22	Mandlebaum, Julia E....	75
8	Terry, Abigal J.....	87	22	Bunce, Clare.....	75
9	Radford, Fannie B.....	86	27	Wheaton, Sarah.....	74
9	Day, Susan M.....	86	28	McLoughlin, Annie C....	72
11	Huling, Ella J.....	85	28	Moore, Mattie G.....	72
11	Roome, Jane R.....	85	30	Terhune, Mary.....	69
13	Bryan, Emily B.....	83	31	McCormack, Kate.....	68
14	Friend, Theresa.....	81	31	King, Ella.....	68
14	Reynolds, Lilian M.....	81	32	Shields, Mary B.....	61
16	Baird, Agnes J.....	80		Cooper, Mary A.....	not ex.
17	Coombe, Julia.....	79		Sullivan, Katie.....	"
17	Martin Anna.....	79		Voorhis, Mary A.....	"

A 3d.

1	Walters, Rachel.....	87	21	Callahan, Mary L.....	65
2	Brundage, Emma K.....	83	21	Albro, Sarah J.....	65
3	Grady, Frances.....	82	21	Coughlan, Mary E.....	65
4	McFarlane, Mary.....	79	21	Garrett, Adelaide.....	65
5	Roberts, Hester A.....	77	21	Harrington, May E.....	65
5	Gouig, Maud.....	77	26	Collins, Elizabeth.....	64
7	Theirs, Sarah.....	75	26	Ziegler, Julia C.....	64
7	Frost, Alice L.....	75	26	Whitney, Hannah S.....	64
7	Schoonmaker, Amanda...	75	29	Watson, Josephine A....	63
10	Atwell, Jennie L.....	72	29	Morton, Emeline T.....	63
11	Thomas, Clara.....	71	31	Morrison, Eleanore A....	60
12	Crommelin, May B.....	70	32	Rich, Cornelia F.....	58
13	Heindsman, Maria.....	69	32	Smith, Annie M.....	58
14	Morrison, Laura.....	68	34	Smith, Mary E.....	56
14	Murphy, Catherine H....	68	34	White, Laura J.....	56
14	Mack, Emma.....	68	36	Cooper Maria.....	55
14	Higgins, Alice L.....	68	37	Ausbacher, Rebecca.....	53
14	Duff, Mary A.....	68	38	Young, Ida M.....	51
19	Sheridan, Margaret C....	67		McCabe, Catherine.....	not ex.
20	Sanger, Christina A.....	66			

B 3d.

Class Standing.	Name.	Per Cent.	Class Standing.	Name.	Per Cent.
1	Knoth, Minnie E.....	85	9	Hays, May G.....	75
2	Howell, Esther L.....	81	9	McCarthy, Emily.....	75
3	Gannon, Emma M.....	80	14	Brady, Mary V.....	72
4	Acker, Sarah J.....	78	15	Lawrence, Emma E.....	71
4	Mass, Gertie.....	78	15	Solomon, Ella L.....	71
6	Sameck, Bertha V.....	77	17	Carroll, Ella R.....	70
7	Colby, Malvina.....	76	18	Noonan, Anna S.....	67
7	Thompson, Katie G.....	76	19	Hyde, Katie E.....	66
9	Emanuel, Sarah.....	75	20	Busteed, Daisy M.....	65
9	Muldoon, Elizabeth G....	75	21	Drey, Rosabella.....	63
9	Tingley, Georgiana.....	75	22	Beckwith, Maria.....	59

A 2d.

1	Ward, Mary.....	86	21	Boak, Mary.....	66
2	Freedman, Pauline.....	85	21	Clinch, Ida.....	66
3	Soper, Alfaretta.....	84	23	Connolly, Kate.....	64
4	Harrigan, Mary E.....	83	23	O'Brien, Bridget.....	64
5	Higgins, Hannah J.....	81	25	Warner, Elizabeth.....	63
6	Erdman, Teresa.....	78	26	Steele, Mary E.....	62
6	Kamak, Rachel.....	78	27	Burns, Elizabeth.....	61
8	Keech, Marion J.....	77	28	Dingley, Charlotte.....	58
9	Stevane, Bertha.....	73	28	Hennion, Sarah.....	58
9	Manners, Caroline.....	73	30	Delaney, Josephine.....	57
11	Duffy, Helen A.....	72	31	Bianck, Emma.....	54
12	Joyce, Anna C.....	71	31	Childs, Annie.....	54
12	May, Matilda.....	71	33	Monk, Ida.....	48
14	Williams, Annie.....	70	34	Grant, Elizabeth C.....	45
14	Hennessy, Mary.....	70		Brower, Emma R.....	not ex.
16	Trainque, Estelle.....	69		Hallaran, Kate.....	"
17	Harris, Grace.....	69		Kiernan, Marion.....	"
18	Minair, Elizabeth M.	67		Newell, Louise.....	"
19	Lewinson, Sarah.....	67		Yale, Maria.....	"
20	Harris, Annie.....	67			

B 2d.

Class Standing.	Name.	Per Cent.	Class Standing.	Name.	Per Cent.
1	Leyendecker, B. Eugenie.	93	19	Buckley, Lucy C.....	75
2	Schmidt. Louisa R.....	90	19	Hinds, Sarah E.....	75
3	Roberts, Agnes M.....	84	19	Whelpley, Kate A.....	75
4	Prior, Mary A.....	83	22	Adler, Bertha.....	74
5	McClellan, Kate R.....	82	23	Loughlin, Ella.....	73
5	McArdle, Anna M.....	82	24	Mountain, Mary C.....	72
5	Weir, Annie E.....	82	25	McGrath, Frances.....	70
8	Corbally, Mary L.....	81	26	Balken, Louisa.....	67
8	Heydorn, Caroline C.....	81	27	Rodman, Georgiana C....	67
10	Kennelly, Mary A.....	80	28	Gray, Ella.....	66
10	Lancer, Annie M.....	80	29	Wilson, Stella A.....	64
12	Benerman, Augusta L....	79	30	Denison, Cynthia.....	62
13	Nussbaum, Rebecca.....	78	31	Bennett, Emily N.....	59
13	Corrigan, Mary L.....	78	32	Hirsch, Fannie.....	55
13	Padbury, Charlotte A....	78	33	Fleming, Kate T.....	53
16	Michael, Eliza	77		Atkinson, Annie M.....	not ex.
16	Wagner, Mary L.....	77		Harrigan, Emma F.....	"
16	Wallauer, Josephine C...	77		Talkington, Adelaide A..	"

C 2d.

1	Mahoney, Mary.....	92	20	Scoville, Mary.....	81
1	Shuster, Betty.....	92	22	Gleeson, Julia.....	79
3	American, Clara.....	90	23	Clarke. Grace N.....	78
4	Gallagher, Mary.....	88	23	Crowell, Ida L.....	78
4	Waring, Mary L.....	88	23	Thomson, Barbara.....	78
6	Hawkey, Isabella.....	87	26	Clift, Agnes.....	77
6	Osborn, Mary.....	87	26	Webb, Ida.....	77
7	Cummings, Sarah	86	28	Bergen, Jennie.....	76
7	Stern, Sarah.....	86	29	Harris, Martha.....	75
7	Van Dyke, Annie.....	86	29	Neary, Mary E.....	75
11	Levir, Gertrude A.....	85	29	Frisbee, Kate	75
11	Schwab, Betty.....	85	29	Roberts, Carrie G.....	75
12	Brennan, Ada.....	84	29	Eustace, Katie.....	75
12	O'Brien, Mary.....	84	34	Brockway, Ella	71
12	Petersen, Louise	84	35	Cash, Mary E.....	70
12	Wheaton, Mary.....	84	35	McGovern, Maria	70
17	Bade, Sophie.....	83	37	Charlton, Laura.....	64
17	Egbert, Annie.....	83	38	Mathewson, Maggie	63
19	Barrington, Sarah.....	82	39	Frank, Pauline.....	58
20	Brownwere, Amy.....	81	40	Leddy, Lizzie.....	54

D 2d.

Class Standing.	Name.	Per Cent.	Class Standing.	Name.	Per Cent.
1	Merington, Marguerite	99	23	Towers, Susie L.	81
2	Davis, Betsey B.	92	27	Taylor, Maggie J.	80
3	Merington, Mary E.	97	28	Waters, Josie C.	79
3	Dennison, Julia	93	29	Byrnes, Catharine	78
5	Doherty, Elizabeth F.	92	29	Chase, Mary V. B.	78
6	Lindheimer, Ida	91	29	Peterson, Laura	78
7	Hassell, Frances	90	32	Finn, Annie	77
7	Rutter, Fannie E.	90	32	Stafford, Joanna	77
9	Strauss, Jeannette	88	32	Mason, Minnie	77
9	Neely, Sarah E.	88	32	Wooster, Louise W.	77
9	Trainor, Catharine	88	37	Van Wie, Beulah	76
12	Healy, Julia L.	87	37	Michaelbacher, Julia	76
13	McCarthy, Margaret	86	37	Cavanagh, Anna	76
13	Harper, Catharine	86	40	Fisher, Jane	75
15	Keller, Emma	84	40	Scott, Annie	75
15	Toomey, Joanna	84	40	Goldsmith, Rebecca	75
15	Crowley, Catharine	84	40	Litchen, Margaret	75
18	Tewey, Maggie E.	83	32	Lalor, Mary E.	77
18	Houlett, Mary V.	83	44	Rooney, Ella	71
18	De Milt, Hannah	83	44	Jackson, Sarah	71
18	Sickles, Sarah	83	46	Young, Catharine	70
22	Cassidy, Catharine	82	47	Horgan, Anastasia	67
23	Murphy, Teresa	81		Corsa, Ella	not ex.
23	Frost, Addie B.	81		Robinson, Georgiana	"
23	Nevers, Anna	81		Weeks, Mary B.	"

E 2d.

1	Funk, Elinor	95	20	Gugenheim, Jane	80
2	Davies, Kate N.	93	20	Norcott, Charlotte	80
3	Jury, Maria	91	23	Garson, Eva	79
4	Beam, Catharine A.	90	23	Jaroslawski, Hulda	79
5	Dinkelspiel, Amelia	89	23	Stavey, Emma	79
5	Zetzman, Mary A.	89	23	Lucas, Charlotte	79
6	Murphy, Kate C.	88	27	Van Iderstine, Clara	77
6	Sammis, Alma	88	27	Weaver, Jane L.	77
6	Japha, Henrietta	88	30	Hellman, Matilda	76
9	Crane, Carra N.	87	30	Bruen, Ada	76
10	Dowdall, Agnes	86	30	Torrens, Matilda	76
10	McCabe, Rosetta	86	33	Thistle, Mary	75
12	Lazarus, Rosa	85	33	McCleish, Elizabeth	75
13	Ryder, Ada	84	33	Corbin, Louise	75
13	Russell, Jeanette	84	27	Hoffman, Sylvia	77
15	Brown, Mary C.	83	36	Wade, Annie	72
16	Wanier, Antoinette	82	37	Reston, Sarah	71
17	Heade, Helena	81	38	Payne, Anna	70
17	Lecocq, Lucy M.	81	39	Jocoby, Rebecca	68
17	Foss, Mary G.	81	40	Ryan, Annie	63
20	Stuart, Elena E.	80		Taylor, Florence	not ex.

A 1st.

Class Standing.	Name.	Per Cent.	Class Standing.	Name.	Per Cent.
1	Robertson, Elizabeth M..	84	14	O'Connor, Theresa J.....	67
2	Sandhagen, Mary E.....	82	14	O'Neil, Alice E.....	67
3	Lucke, Julia.....	81	17	Casey, Anna.....	63
4	Meynen, Mary M.....	80	18	Monroe, Martha.....	62
5	Moore, Fannie L.....	79	18	Roome, Catharine R.....	62
6	Walsh, Nellie J.....	78	20	Brophy, Jane A.....	60
7	Conlan, Catharine C.....	77	20	Lanigan, Annie E.....	60
7	Kennedy, Martha.....	77	22	Gaw, Elizabeth.....	51
9	Duncan, Catharine V....	75	23	Forster, Julia F.....	37
9	Pollack, Clara.....	75		Lankton, Katie.....	not ex.
11	Madden, Alice A.....	74		Metzgar, Sarah G.....	"
12	Taylor, Grace.....	72		Orde, Mary.....	"
12	McGrew, Eliza J.....	72		Rafferty, Gertrude.....	"
14	Hoyt, Frances E.....	67			

B 1st.

1	Hawthorne, Emma.....	89	16	Halliday, Minnie.....	74
2	Pell, Carrie.....	88	18	Kieran, Sarah.....	73
3	Salomon, Matilda.....	83	19	Meynan, Anna.....	72
3	Patterson, Aletta.....	83	20	Lynch, Jennie.....	71
5	Hatch, Mary.....	81	21	Yenni, Clara.....	70
6	Hugh, Kate.....	79	23	Young, Louise.....	69
6	McElhinney, Sarah.....	79	23	Johnson, Frances.....	69
8	Smith, Julia.....	78	25	Maynard, Eva.....	68
9	Graham, Louise.....	77	26	Wilson, Emma.....	66
9	Cody, Margaret.....	77	26	Speirs, Josephine.....	66
9	Nicholson, Ella.....	77	28	Clague, Maria.....	64
9	Shandley, Ellen.....	77	28	Frazer, Matilda.....	64
9	Maxwell, Ida	77	30	Dwyer, Kate.....	63
14	Evans, Augusta.....	76	30	Sullivan, Mary.....	63
15	Cunningham, Margaret..	75	32	King, Kate.....	60
16	Butler, Mary.....	74	21	Bohan, Mary	70

C 1st.

Class Standing.	Name.	Per Cent.	Class Standing.	Name.	Per Cent.
1	Magunigal, Sarah	87	16	Flynn, Theresa G.	69
2	Wilson, Annie E.	82	17	Stewert, Pauline D.	69
3	Hewitt, Marion J.	81	18	Laird, Maria A.	68
4	McCormick, Agnes A.	79	19	McConville, Alice F.	65
5	Knapp, Augusta.	77	20	Wallis, Annie A.	64
5	Biegel, Katie M.	77	21	Fenner, Alethea.	63
7	Purser, Margaret S.	76	22	Mulcahy, Mary A.	62
8	Burnett, Emma.	75	23	Cahill, Catharine C.	58
8	Goetze, Jennie.	75	24	Denholm, Margaret F.	56
8	Jones, Agnes.	75	25	Chappell, Sarah.	42
8	Taylor, Jane C.	75	14	Highet, Ella.	74
12	McGlynn, Mary C.	73		Beck, Adelaide.	not ex.
13	Jewitt, Matilda C.	71		McCarthy, Theresa.	"
14	Howie, Elizabeth B.	70		Merchant, Annie.	"

D 1st.

1	Koehler, Bertha V.	83	17	Lawlor, Mary.	60
2	Donnellan, Matilda H.	81	17	Garvin, Elvina M.	60
2	Hooper, Ella J.	81	19	Doody, Margaret T.	59
2	Dooner, Elizabeth M.	81	20	Reeves, Caroline.	57
6	Cole, Georgiana.	77	21	De Gueere, Isabel.	55
5	Bradley, Elvina M.	80	22	Dimond, Ida L.	54
7	Skinner, Annie M.	75	23	McCauly, Annie E.	54
7	Coakley, Margaret M.	75	24	Trevers, Anna F.	52
7	Stevenson, Caroline W.	75	25	Hoogs, Grace S.	51
10	Smith, Margaret.	74	26	McGrath, Loretta A.	49
11	Simpkins, Melinda M.	71	27	Needham, Kate.	48
11	Webster, Ida.	71	28	Neylon, Mary I.	39
13	Carroll, Annie.	70		Cantwell, Mary A.	not ex.
14	Midgley, Amy K.	66		Heath, Love	"
14	Hogan, Susan M.	66		O'Neil, Mary R.	"
16	Walenstein, Hattie.	62			

E 1st.

Class Standing.		Per Cent.	Class Standing.	Name.	Per Cent.
1	Lawrence, Irene	81	12	Martin, Lizzie.....	59
2	Reilly Rose.....	76	13	Hays, Annie A.....	58
3	Loeb, Clementine.....	75	13	Fagan, Annie.....	58
4	Cant, Jemima.....	70	15	Slater, Lizzie.....	57
5	Cochrane, Mary	68	16	Potts, Emma.....	55
6	Noon, Margaret.....	67	17	Curtin, Lizzie.....	54
6	Brady, Annie T.....	67	17	Hazel, Jennie.....	54
8	Kavanagh, Mary A.....	64	19	Holliswood, Catharine A..	51
9	Moloughny, Theresa C...	63	20	Croft, Eva.....	42
9	Christianson, Alice	63	21	Murray, Katie	41
11	Chatony, Mary L.....	62			

June, 1873.

No. of School.	Name.	Per ct. on Admission to the Norm'l Col.	No. of School.	Name.	Per ct. on Admission to the Norm'l Col.
33	Thorp, Elizabeth	96	45	Minnerly, Mary E.	90
47	Devoe, Ella	95	44	Eames, Annie	90
47	Meeker, Lily	95	41	McLoughlin, Maggie	90
47	Purdy, Hannah	95	41	Elkus, Addie	90
56	Harper, Minnie	94	39	Cone, Nellie	90
47	Brush, Lily	94	37	O'Connell, Carrie	90
47	Eiche, Julia	94	17	Rothschild, Hattie	90
47	Endicott, Marcia M.	94	14	Campbell, Maggie	90
47	Mason, Virginia	94		Hirsh, Jennie	90
47	Smith, Marion	94	2	Chester, Clara	90
45	Carlin, Lettie E.	94	56	Flohr, M. Isabel	
41	Bishop, Addie S.	94	56	Smith, Elizabeth	89
33	Loshen, Anna	94	56	Mitchels, Elizabeth*	89
49	Cohen, Lillie	93	56	Stillwell, Orvetta	89
47	Lichtenstadter, Teresa	93	53	Malion, Rosanna F.	89
47	Rogers, Nellie	93	47	Smith, Ida	89
47	Sears, Gertie	93	47	Gaagg, Emma	89
45	Fisher, Nellie	93	47	Dobler, Nettie	89
37	Sayles, Carrie A.	93	47	Giles, Alice	89
33	Hamilton, Clara	93	47	Adams, Jennie	89
48	Chase, Cornelia	92	47	Navarro, Guadalupe	89
45	Murray, Christina	92	47	Stevens, Mary	89
45	Sudlow, Hattie A	92	47	Fessenden, Carrie	89
23	Barry, Adelaide	92	47	White, Mary	89
56	Robinson, Mary	91	47	Hillier, Florence	89
50	Frost, Ellinor	91	47	Brett, Florence	89
47	Dealing, May	91	49	Vail, Florence	89
47	Davis, Helen	91	49	Stern, Mary	89
47	Drummond, Kittie	91	48	Pitkin, Carrie	89
47	Davidson, Hattie	91	45	Kraemer, Pauline	89
47	Jenkisson, Bella	91	45	Reilly, Josie C.	89
47	Lawton, Allie	91	45	Muir, Mary	89
47	Rogers, Ella	91	45	Albro, Wealthy H	89
47	Rossman, Lizzie	91	42	Levy, Jessie	89
47	Vergenes, Pauline	91	41	Honigman, Henrietta	89
41	Wilson, Ella	91	39	Eldridge, Jeannie B.	89
37	Curry, Jennie	91	39	Lounsberry	89
37	Hart, Henrietta	91	37	Kenney, Annie	89
37	Reynolds, Ida	91	37	Wiegand, Sophia	89
33	Cohen, Agnes	91	33	Cronk, Margery	89
33	Kirk, Ella	91	33	Nicholson, Alice W.	89
17	McCabe, Theresa M	91	18	Lynch, Sarah	89
17	Steiner, Eugenia B.	91	17	Becker, Emily L.	89
56	Campbell, Jennie	90	17	Martinache, Silvie F.	89
56	Matear, Mary	90	17	Adams, Hattie	89
53	Geraghty, Anuie A.	90	17	Byrne, Mary E.	89
50	Klemm, Lizzie	90	3	Emery, Ella***	89
47	Neally, Maggie	90			

No. of School.	Name.	Per ct. on Admission to the Norm'l Col.
50	Hawley, Eva C	88
50	Concklin, Ellen	88
49	Popper, Laura	88
49	Kilpatrick, Mary	88
47	Panlon, Angelina	88
47	Langstroth, Ella	88
47	Arnold, Carrie	88
47	Flanders, Katie	88
47	Rossman, Mary	88
45	Miner, Clara W	88
45	Reed, Hattie M	88
44	Jennett, Mary L	88
41	Hudson, Ella	88
41	Ross, Ella	88
37	Allason, Clarissa	88
17	Parsons, Kate	88
2	Nicholson, Sarah E	88
3	Nodine, Julia	88
56	Valentine, Agnes	87
56	Burns, Margaret	87
56	Reed, Anna	87
56	Stedman, Adeline	87
50	Donnelly, Ellen A	87
50	Haines, Amelia	87
49	Wood, Alice	87
49	Byrne, Maggie	87
49	Wood, Agnes E	87
49	Kyle, Jeanette	87
47	Wilson, Carrie	87
47	Mossman, Christina	87
47	Fenby, Mamie	87
47	Moore, Mary	87
47	Irwin, Allie	87
47	Stein, Flora	87
44	Stirk Minnie	87
39	Mackey, Annie E	87
39	Talbert, Claribel B	87
37	Scruton, Mary E	87
33	Smith, Elizabeth	87
33	Griffith, Martha	87
25	Southwick, Hattie N	87
19	Ralph, Mary	87
18	Harris, Liera	87
10	Liebers, Sarah B	87
17	Collins, Mary L	87
28	Dennison, Belle	87
3	Paltridge, Idell M	87
2	Scheible, Pauline	87
53	Wolfsbruck, Nettie	86
53	Edwards, Magdelene	86
49	Friend, Bella	86
49	Eidlitz, Emily	86
47	Wilkinson, Frank	86
47	Pond, Anna	86
47	McGay, Mary	86
47	Day, Annie	86
41	Blair, Jennie S	86
37	Lovegrove, M. Emma	86
33	Forsyth, Adelaide	86
33	Palmatier, Emma F	86
17	Treacy, Kate E	86
14	Cook, Mary G	86
10	Fitzimmons, Annie	86
2	Hartnedy, Bridget	86
50	Lay, Maria L	85
50	Hagemeyer, Louisa	85
50	Cassidy, Annie J	85
49	Foster, Fannie	85
49	Gillis, Jennie	85
48	Klauser, Emma	85
47	Atkinson, Mary	85
47	Saunders, Adele	85
47	Garrick, Teresa	85
44	Vermilyea, Mary E	85
41	Wierman, Rachel	85
41	Scott, Frances	85
41	Senior, Kate A	85
41	Wilson, Ida E	85
37	Miller, Mary E	85
33	Dougherty, Kate	85
19	Thompson, Martha	85
18	Bach, Leonora	85
18	Kinsella, Lizzie	85
18	Wetterau, Lizzie	85
17	Roese, Johanna	85
17	Moore, Lillie A	85
14	Peterson, Sarah	85
10	Hewitt, Jennie M	85
1	Corrigan, Sarah	85
56	Kennedy, Charlotte	84
49	Pike, Jennie M	84
49	Becker, Bella	84
48	Levy Adeline	84
47	McClaury, Minnie	84
45	Brooks, Annie R	84
45	Wood, Allie	84
44	Coughlan, Hannah	84
44	Caragher, Sarah	84

No. of School.	Name.	Per ct. on Admission to the Norm'l Col.	No. of School.	Name.	Per ct. on Admission to the Norm'l Col.
42	Stork, Laura	84	33	Craft, Irene	82
42	Frankel, Hannah	84	33	Groesbeck, Elizabeth	82
41	Owens, Kittie	84	28	Madden, Mary M.	82
37	Langman, Helen	84	14	Mannion, Annie E	82
37	Bauer, Lizzie W	84	13	Lederer, Lily	82
37	Smith, Mary M.	84	2	Magnan, Emeline*** Col.	82
33	Hamilton, Elizabeth	84			
33	Greer, Adeline	84	56	Jones, Annie E	81
33	Ward, Carrie	84	50	Otis, Mary F.	81
19	Herriet, Hebe	84	50	North, Ella	81
18	Hoffman, Virginia	84	50	Barnaby, Stella A.	81
17	Stroock, Minnie	84	50	Carley, Katie C.	81
14	Houseman, Henrietta	84	48	Smith, Jessie	81
2	Gayte, Kate	84	48	Blaney, Mamie	81
2	Davis, Sarah	84	48	Lester, Adele	81
1	Michaels, Rachel	84	47	Marcus, Bertie	81
			46	Fuller, Alma A.	81
56	Whitley, Matilda	83	45	Cathells, Hannah***Col.	81
53	Van Wart, Mary L.	83	41	Heydorn, Ida A.	81
48	Gloek, Minnie	83	41	Turner, Aimee	81
48	Utley, Anna	83	41	Dean, Maggie M.	81
47	Requa, Ella	83	39	Crawford, Stella A.	81
47	Minnelli, Addie	83	39	Leonard, Hattie S.	81
47	Clark, Helen	83	14	Wing, Clara	81
39	Holmes, Hattie L.	83	10	Handle, Augusta	81
37	Mathews, Denie D.	83	8	Serre, Felicie A.	81
37	Bird, Rosetta M.	83	2	Hubbs, Emma	81
33	Healy, Mary	83	3	Squires, Emily O	81
28	Wagner, Louise A.	83			
19	Gerlitz, Henrietta	83	56	Conklin, Kate	80
18	Branch, Gussie	83	53	Stephens, Jane L.	80
18	Meyer, Josie	83	53	Belter, Josephine F.	80
18	Brown, Mary H.	83	50	Thomas, Jennie	80
17	Redfield, Amelia	83	50	Schafer, Louisa A.	80
17	Treacy, Kate L.	83	48	Barnston, Nora	80
13	Keim, Henrietta	83	47	Woodbury, Martha E.	80
10	Burke, Cassie	83	47	Hays, Rebecca.	80
1	Fitzgerald, Margaret	83	44	Stettler, Agnes M.	80
			41	Keough, Margaret	80
56	Sadlier, Charlotte	82	39	Muir, Maggie A.	80
		82	37	Adams, Addie	80
53	Twiname, Margaret	82	37	Figuera, Josephine	80
50	Ochs, Belle	82	33	Fleming, Elizabeth	80
49	Hammill, Sarah	82	24	Gallagher, Mary E.	80
48	Smith, Annie J.	82	15	Woelfler, Rosa	80
47	Laird, Lizzie	82	2	Kraus, Josephine	80
47	Doland, Julia	82	45	Hale, Marion E	80
47	Mirick, Amy H.	82	25	Schaefer, Louise	80
47	Reid, Sarah	82			
44	McGienty, Mary J.	82	44	White, Maggie K. *	79
41	Elkers, Eva.	82	49	Nelson, Sarah A.	79

No. of School.	Name.	Per ct. on Admission to the Norm'l Col.
47	Donaldson, Addie	79
45	Morrison, Belle	79
		79
41	Acton, Carrie L	79
41	Rountree, Georgiana E	79
39	Donohue, Hannah	79
39	Hickok, Lottie C	79
38	Woolley, Addie	79
37	Wood, Ida E	79
37	Napier, Adelaide	79
30	Burns, Sarah	79
30	McGrane, Alice	79
28	Wallace, Cecilia M	79
24	Salomon, Leah	79
19	Funk, Theresa	79
18	Lowenstein, Fannie	79
17	DuBois, Elvira M	79
3	Dias, Annie L *** Col	79
3	Bergen, Mary C	79
3	Fancher, Abby	79
2	Davis, Ida	79
1	Horden, Frances	79
53	Whitney, Ida	78
53	Monks, Mary C	78
50	Peterson, Mary A	78
49	Seward, Mary E	78
48	Clift, Martha	78
47	Brown, Carrie	78
44	Collins, Maria	78
39	Hirst, M. Lizzie	78
33	Shires, Helen	78
19	Horn, Emma	78
18	Galligan, Nellie	78
10	Powers, Annie	78
8	Kleinert, Deborah	78
46	Dole, Frances A	78
53	Monks, Jane A	77
49	Hendren, Mary	77
49	Galliers, Nellie	77
49	Harrison, Elmira	77
48	Balch, Marion	77
48	Palmer, Belle	77
47	Wilkinson, Louise	77
47	Quinn, Alice	77
47	Bunce, Florence	77
37	Chapman, Sarah	77
33	Osgood, Mary	77
38	Burger, Ida M	77
18	Grabfelder, Fannie	77

No. of School.	Name.	Per ct. on Admission to the Norm'l Col.
17	Anderson, Mary C	77
14	Carter, Helen J	77
12	Wood, Oleta	77
10	Dillon Mary J	77
3	Day, Carrie	77
550		76
52	Skinner, Minnie	76
44	Gwynne, Eva	76
42	Chuch, Pauline *	76
41	Noble, Jennie	76
41	Pangburn, Estelle	76
39	Keller, Annie *	76
39	Sargent, Clara L	76
39	Kessler, Annie H	76
28	Carlin, Elizabeth	76
18	Geery, Maggie	76
18	Hartigan, Annie	76
18	Burrows, Annie	76
18	Van Nostrand, Lily	76
10	Byrne, Belle	76
1	Lindberg, Martha	76
1	Spreewenberg, Jane	76
53	Degez, Martha A	75
49	McIlroy, Mary	75
47	Roome, Aggie	75
44	Rapmen, Minnie	75
39	Smith, Della A	75
37	Oppenheim, Josephine	75
37	Fulmer, Christina	75
34	Eddy, Addie	75
33	Saunders, Harriet	75
30	Hennessy, Alice	75
30	Gilloon, Mary	75
29	Connell, Mary A	75
19	Dugan, Julia	75
19	Gugenheim, Belle	75
17	Green, Ella F	75
14	Roylance, Fanny	75
48	Seely, Harriet	75
553		75
10	Bucknell, Eleanor E	75
21	Barry, Johanna	74
		74
53	Zeltner, Matilda	74
49	Bruce, Eva	74
22	Fernandez, Julia	74
45	Ostranda, Hattie C	74
43	Masson, Hyacinthe	74

No. of School.	NAME.	Per ct. on Admission to the Norm'l Col.	No. of School.	NAME.	Per ct. on Admission to the Norm'l Col.
39	Searles, Lizzie W.	74	3	Buzby, Ella	72
39	Dunne, Nina E.	74	2	Marston, Jennie	72
37	Wood, Alice	74			
25	Lock, Johanna	74	53	Clarke, Charlotte E.	71
19	Robisson, Hattie	74	49	Southeimer, Carrie	71
18	Crawford, Kate	74	48	Carroll, Mary	71
13	Kuestenmacher, Otillia	74	46	Fuller, Annie A.	71
3	Baldwin, Martha	74	39	Duff, Anna	71
3	Adair, Laura*** Col.	74	39	Murphy, Maggie	71
10	Chase, Mary A.	74	39	Robin, Adele T.	71
3	Thomas, Charlotte***Col.	74	38	Hull, Sarah F.	71
			34	Wolf, Blanche J.	71
53	Zuckerman, Rose	73	27	Booth, Mary C.	71
53	Lane, Maril'a F.	73	27	O'Leary, Anna A.	71
49	Hoffheimer, Lavinia	73	24	Foley, Winnifred M.	71
47	Williams, Hattie	73	19	Adler, Belle	71
44	Fifield, Fannie	73	13	Eisenring, Carrie	71
41	Wroe, Josephine	73	13	Grout, Cornelia	71
41	Strachan, Nellie	73	10	Lonargan, Ellen C.	71
39	Kelsey, Emma L.	73	10	Simpson, Annie J.	71
33	Haslett, Lily	73	3	Jackson, Mary	71
33	Hughes, Kate	73	3	Dunkin, Leila M.	71
21	Monaghan, Annie	73			
18	Rich, Sarah	73	56	Dagnia, Elizabeth	70
18	Bower, Julia	73	53	Perley, Carrie L.	70
14	McMulkin, Matilda J.	73	49	Markey, Fannie	70
14	Schwartz, Fannie	73	47	Toscano Asuncion	70
13	Haas, Amelia	73	47	Smith, Mary	70
10	Golden, Agnes E.	73	45	Finley, Maggie E.	70
3	Williams, Eveline H.***C	73	33	Hughes, Kate	70
			39	Brady, Lizzie	70
48	Conboy, Fannie	72	27	Levie, Eugenia C.*	70
48	Donaldson, Belle	72	25	Purdy, Alida M.*	70
46	Brigham, Flora A.	72	21	Cunningham, Sarah	70
42	Fowler, Maggie L.	72	21	Sinclair, Ada	70
42	Longo, Emma	72	18	Colletti, Corrinne	70
39	Greenwood, Ida M.	72	18	Geer, Betsey	70
33	Bruning, Maria	72	18	Denzer, Minnie	70
33	Eccles, Frances	72	17	Coddington, Rachel	70
34	Black, Elizabeth	72	15	Ward, Eva M.	70
30	Gafney, Agnes	72	14	Clooney, Mary E.	70
30	Cullen, Margaret	72	8	Fink, Sarah D.	70
29	Neeley, Mary E.	72	3	Seaman, Ida M.	70
18	Donohue, Ellie	72	3	Reed, Ophelia B.	70
22	Sutliffe, Margaret A.	72	3	Godfrey, Elizabeth	70
14	Cunningham, Josephine	72	3	Despenville, Maria***Col	70
14	Roche, Mary	72	1	Morrisey, Lizzie	70
17	Schubart, Louise	72			
3	Wright, Alice*** Col.	72	1	Lewis, Mary*** Col.	

*** Colored Schools Nos. 1, 2, and 3.

ANNUAL REPORT

OF THE

PRESIDENT

OF

The Normal College

FOR THE YEAR ENDING DECEMBER 31, 1874,

TO WHICH IS APPENDED

A Catalogue of the Students

WITH THEIR CLASS STANDING.

New York:
CUSHING & BARDUA, PRINTERS, 138, 139, 141, 143 CENTRE STREET.

BOARD OF EDUCATION

OF THE

CITY OF NEW YORK.

WILLIAM H. NEILSON, *President.*
LAWRENCE D. KIERNAN, *Clerk.*

Name.	Residence.	Place of Business.
ENE KELLY.....	43 West 51st Street,	45 Exchange Place.
ES W. FARR.....	11 St. Luke's Place,	Tax Office.
REW J. MATHEWSON...	647 Hudson Street,	4 Pine Street.
ET KLAMROTH.....	64 St. Mark's Place,	87 Park Row.
S M. HALSTED.....	18 West 17th Street,	120 Broadway.
S G. BEARDSLEE.....	47 West 55th Street,	106 Broadway.
D. VERMILYE.....	258 Fourth Avenue,	42 Wall Street.
P. WEST.....	155 Grand Street,	183 Grand Street.
AND TRAUD.....	228 East 48th Street,	6th Street, near 1st Ave.
M H. NEILSON.....	142 Madison Avenue,	70 Broadway.
WETMORE.....	119 Lexington Avenue,	365 Greenwich Street.
F. BAKER.....	138 West 44th Street,	1479 Broadway,
DOWD.....	168 West 22nd Street,	44 Wall Street.
P. PATTERSON...	61 Third Street,	122 Bowery.
SELIGMAN.....	26 West 34th Street,	21 Broad Street.
V. LEWIS.....	71 Hudson Street,	71 Hudson Street.
MAN.....	106 East 30th Street,	56 Wall Street.
W. TOWNSEND..	18 East 73rd Street,	247 Broadway.
O. JENKINS.....	137 West 44th Street,	20 North William St.
I. FULLER.....	Carmansville,	107 Wall Street.
HERRING	West Farms.	119 Broadway,

COMMITTEE ON NORMAL SCHOOLS.

JAMES W. FARR, *Chairman.*

ALBERT KLAMROTH,
R. W. TOWNSEND,
JAMES M. HALSTED,
LAWSON N. FULLER.

FACULTY AND OTHER INSTRUCTORS

OF THE

NORMAL COLLEGE.

THOMAS HUNTER,
President, and Professor of Intellectual Philosophy, 140 East 80th Street.

ARTHUR H. DUNDON,
Professor of Latin and English, Marion Ave., Fordham.

JOSEPH A. GILLET,
Professor of Physics and Chemistry, 187 East 71st Street.

CHARLES A. SCHLEGEL,
Professor of French and German, 791 Lexington Avenue.

EDWARD H. DAY,
Professor of Natural Science, 1235 Third Avenue.

GEORGE MANGOLD,
Instructor in Music, 79 Seventh Street.

LYDIA F. WADLEIGH,
Lady Superintendent, 133 East 54th Street.

SARAH E. HEYBECK,
Secretary and Librarian, 349 East 55th Street.

ELIZA WOODS,
Tutor in Mathematics, 416 West 34th Street.

ADELÉ BASSIÉ,
Tutor in French, 327 East 17th Street.

LAVINIA M. HOLMAN,
Tutor in Science, 29 West 26th Street.

FRANCES E. COMPTON,
Tutor in Latin and English, 233 East 124th Street.

MARY A. MATHEWS,
Tutor in Mathematics, 125 East 27th Street.

HELEN G. MORGAN,
Tutor in Mathematics, Jersey City.

LAURA E. LEAL,
Tutor in Mathematics, 775 Lexington Avenue.

A. CAROLINE COVELL,
Tutor in Drawing, 23 East 24th Street.

ELIZA M. PHELPS,
Tutor in Mathematics, 80 Willcugby Street, Brooklyn.

MARY WILLARD,
Tutor in History, 106 West 49th Street.

JESSIE McGREGOR,
Tutor in Physics, 314 West 18th Street.

MARY E. M. CARR,
Tutor in History, 153 East 26th Street.

SERENA A. GOODWIN,
Tutor in Science, 454 West 51st Street.

ELFRIDA DE WAILLY,
Tutor in French, 413 East 52d Street.

JOANNA MITCHELS,
Tutor in German, 212 East 52d Street.

MARY E. SMYLY,
Tutor in Latin, 144 East 84th Street.

ISABELLE PARSELS,
Tutor in Methods of Teaching, 408 West 23d Street.

ANNA BAKER,
Tutor in Drawing, 603 Lexington Avenue.

HONORA McDONOUGH,
Tutor in German, 160 East 93d Street,

ELIZA T. CHISHLOM,
Tutor in Calisthenics, 51 West 12th Street.

MARY S. KENNEDY,
Tutor in Penmanship, 211 East 127th Street.

ELLA C. DEY
Tutor in Latin, 408 West 23rd Street.

LAURA FRIEND,
Tutor in German, 107 East 65th Street.

FREDERICA J. CONSTANTINI,
Tutor in German, 109 East 39th Street.

MODEL SCHOOL.

Martha L. Doake,	*Principal*	471 West 23d Street.
Jane W. McElhinney	*Critic Teacher*	502 West 20th Street.
Emma M. Requa	" "	43 West 22d Street.
Emily J. Conant	" "	25 Stuyvesant Street.
Jennie B. Merrill	" "	308 West 18th Street.
Francis R. Garvin	" "	923 6th Avenue.
Hattie E. Patterson	" "	61 Third Street.
Eugenia J. Bowne	" "	325 East 122d Street.
Alice Neustadt	" "	323 East 58th Street.
Alice A. Sawyer	" "	166 East 51st Street.
Christiana Metzgar	" "	123 East 61st Street.
Catherine Coleman	*General Assistant.*	73 Jefferson St., Brooklyn.

SATURDAY NORMAL SCHOOL.

Thomas Hunter	140 East 80th Street.
David B. Scott	136 East 80th Street.
Norman A. Calkins	124 East 80th Street.
Charles A. Schlegel	791 Lexington Ave.
Joseph A. Gillet	187 East 71st Street.
Arthur McMullin	109 West 49th Street.
Lydia F. Wadleigh	133 East 54th Street.
Sarah E. Heybeck	349 East 50th Street.
Helen G. Morgan	Jersey City.
Martha L. Doake	471 West 23d Street.

COURSE OF STUDY

FOR THE

NORMAL COLLEGE.

GRADE I. FIRST YEAR—FIRST TERM.

1. *Latin.*
2. *History.*—Outlines of Ancient History.
3. *German or French.*
4. *Algebra.*—Simple Equations, Involution, Evolution and Radicals.
5. *Geometry.*—Plane.

Music, Drawing, English Composition and Penmanship.

GRADE II. FIRST YEAR—SECOND TERM.

1. *Latin.*—Continued.
2. *History.*—Outlines of Ancient History, Continued.
3. *German or French.*—Continued.
4. *Geometry.*—Plane Continued and Completed.
5. *Physics.*—Heat, Electricity and Mechanics.

Music, Drawing, Penmanship and English Composition.

GRADE III. SECOND YEAR—FIRST TERM.

1. *Latin.*—Easy Selections from Classic Authors.
2. *History.*—Outlines of Modern History.
3. *German.*—Grammar and Reader. Conversation, or
   French.— " " " "
4. *Algebra.*—Quadratics.
5. *Physics.*—Light and Sound.

Music and *Drawing*, *English Composition* and *Botany*. Two Lectures per week.

GRADE IV. SECOND YEAR—SECOND TERM.

1. *Latin.*—Extracts from Cæsar, Sallust and Cicero.
2. *Rhetoric* and *English Composition.*
3. *German.*—Grammar and Reader, Conversation, &c., or
   French.— " " " " "
4. *Astronomy.*—Mathematical and Descriptive.
5. *Chemistry.*—Notation, Nomenclature and Atmospheric Elements.
   Music and *Drawing, Geology* and *Mineralogy.* Two Lectures per week.

GRADE V. THIRD YEAR—FIRST TERM.

1. *Latin.*—Virgil, Book I.
2. *English Language and Literature.*—Simple Outlines, with Composition.
3. *German.*—Grammar Completed, Reader, Conversation, or
   French.— " " " "
4. *Physics.*—Electricity, Galvanism and Magnetism.
5. *Astronomy.*—Mathematical and Descriptive, Continued.
   Music and Drawing. Zoölogy, Two Lectures per week.
   Review of subjects prescribed for the Primary and Grammar School Grades, with the method of teaching them. Two hours each week.

GRADE VI. THIRD YEAR—SECOND TERM.

1. *Latin.*—Virgil, Continued.
2. *Intellectual Philosophy* and *Theory of Teaching.*
3. *English Language and Literature.*—Continued, with Composition.
4. *German.*—General Review of Grammar. Translation of Select Passages; Conversation, Outlines of German Literature.
   Or,
   French.—General Review of Grammar, &c. Outlines of French Literature. Conversation.
5. *Physics.*—Astronomy, General Review.
   Music and *Drawing. Physiology.* Two Lectures per week.
   Review of Subjects prescribed in Primary and Grammar Grades for Common Schools, with the method of teaching them. Two hours each week.

Practice to be afforded in the Model School, under the guidance of teachers of experience.

No lessons for home study to be assigned in Music, Drawing or Composition, in any of the Classes or Grades.

REPORT.

NEW YORK, DECEMBER 31, 1874.

The Honorable the Board of Education:

GENTLEMEN: In compliance with the By-Laws of the Board of Education, I beg leave to present my annual report of the Normal College for the year ending Dec. 31, 1874.

STATISTICS.

Whole number of students on Register, Dec. 31, 1874....	1,146
Average Attendance for the year ending " " "	927
" " " " " " " " '73.....	816
Increase in the attendance during the year.....	111
Number of students who graduated July 2, '74.....	187
" " " " " " " '73.....	83
Increase in number of graduates during the year.....	104
Whole number of students on Register, Jan. 1, '74.....	1001
Number of students since admitted.....	700*
" " " discharged (including graduates)....	552
" " colored students admitted July 1, '73.....	9
" " " " " " " 74.....	8

* Students who had left on account of sickness were restored to their classes, and a few new pupils were admitted, by authority of the Committee, at irregular intervals.

Whole number of sessions held during the year	396
Number of students in Post-graduate class	12
" " " " Fifth Grade	189
" " " " Fourth Grade	74
" " " " Third Grade	235
" " " " Second Grade	118
" " " " First (or lowest) Grade	518

SATURDAY NORMAL SCHOOL FOR TEACHERS.

Whole number on Register, Dec. 31, 1874	512
Average attendance during the year	333
Number of sessions	36

MODEL SCHOOL.

Number of pupils admitted Sept. 7, 1874	395
" since admitted	253
Whole number on Register, Dec. 31, 1874	648
Average attendance to Dec. 31, 1874	517

An examination of the above figures will show that the Normal College is educating 2,306 persons, and that the average attendance of its three departments is 1,777. Notwithstanding the importance of the work performed, it will be found that the cost per capita is much less than that of many of the smaller grammar schools.

One hundred and eleven (111) of the candidates admitted in June failed to enter the Course at the College. Very probably it was not their intention to pursue the course of study. They simply passed the necessary examination for the mere honor of passing it, doubtless thinking that admission to the College was a proper termination of their public school career. The examination of six or seven hundred papers by the instructors of the College is no easy task; and this, too, for no other

purpose than to gratify over one hundred candidates who do not intend to enter the Institution! Measures should be taken to correct so serious a difficulty. Perhaps it would be well to have some statement from the parent, prior to examination, that it is *bona fide* the intention of the candidate for admission to become a student of the College.

GRADUATES OF 1874.

The number of students to whom diplomas were awarded last July was one hundred and eighty-three (183). A few of the graduating class were sick at some part of the examination, or were allowed reconsideration, on condition, in accordance with established usage. These were examined in Sept. last, and four (4) received diplomas—making the whole number of graduates for the year one hundred and eighty-seven (187). The graduating classes were examined in thirteen (13) different studies, and the students who obtained seventy-five (75) per centum on the average were entitled to diplomas. *To ask a higher average in so many subjects of study would be an act of cruelty.* Of course a fair acquaintance with the rudimentary branches should be expected, especially with the fundamental principles; but a minute and particular knowledge of subjects long ago abandoned ought not to be required. To retain an exact knowledge of all the grades of the Primary and Grammar Schools, together with all the grades of the College, would be as useless as absurd. In fact, a healthy, vigorous mind casts off a great amount of the unnecessary matter obtained from the text-book—rejects the chaff and retains the wheat. Educators can not protest too strongly against the pernicious principle of compelling a student to remember *all* he has been taught. The main object of study is to strengthen the faculties, not to load the memory with unmeaning and useless technicalities. Certain studies have been used for certain purposes; to create habits of observation, concentration and judgment; and, when these habits have been

acquired, it is a matter of secondary importance whether the student remembers one-half of what he has learned from books or from teachers. The rule of measuring minds by the amount of knowledge "crammed" into them has been exploded as preposterous. The simple questions should be: What sort of intellect does the student bring to bear upon his work? Is he narrow and one-sided, or broad and many-sided? Is he a "machine" worker, or is he versatile and full of resources? Learned imbeciles can be picked up by the score every day—pedantic, vain and good for nothing but theories and visions.

Far superior to the marks given at examination as a test of ability are the class-marks given during the term—given from day to day, week to week, and month to month. This is the opinion of Noah Porter, the very able President of Yale College. It is also the opinion of the most eminent educators in Europe. Indeed the statement is so manifest that it is a work of supererogation to undertake to prove it. One fact, however, should be borne in mind, particularly by those who legislate in educational matters, and that is, that there are such differences in health, in nervous excitability, and in the consequences of success or failure, that a public competitive examination is, at best, but a doubtful test—a sort of lottery in which coolness, self-possession, and nerve not unfrequently carry off the prizes. The "best scholars," the highest graduates are not always the best teachers. Nay, it often happens that a student apparently deficient (that is, estimating by text-book knowledge) proves the most efficient in the real work of the recitation room. The plan pursued in the College, of adding the class-marks to the marks at examination, and dividing the sum by two (2), is eminently fair and just. By this means proper allowances are made for sickness, nervousness, and excitability.

The courses of study for the Normal College, (even with the reduction of last spring), is higher than that of any other Normal

institution for women in the country. With a patience and fidelity worthy of all praise, this severe curriculum was completed by nearly two hundred (200) young ladies, who deserve the thanks of their teachers and schoolmates. The culture and resources which these teachers carry into the public schools must, in spite of everything, bear excellent fruit in the future. What they most require is a little experience; and, in common justice, this ought to be accorded to them before they are "weighed in the balance." A young graduate from Annapolis, with all his science, when first placed on duty, is a mere child beside an experienced officer, who has risen from before the mast. But give the scientific youth four or five years of experience, and then make comparisons. So it is with the Normal College graduates. They are compared with experienced teachers. But grant the necessary time, and it will be found that the superior education will, in the end, produce a class of teachers equal to any in the country. Already many of the ablest principals of the public schools bear cheerful testimony to the superiority of the Normal College graduates over the class of teachers which they formerly received.

But the quality and quantity of the work accomplished by the College are not to be estimated alone by the number and attainments of its graduates. *Forty-eight of its undergraduates have received licenses, and are now teaching in the public schools of the city. Many of these left the Institution in the lower grades; and the fact that they could pass the necessary examination to obtain teachers' certificates bears high testimony to the efficiency of the instruction given in the College.*

SHOWING THE NUMBER OF PUPILS ADMITTED FROM EACH SCHOOL DISTRICT IN 1873 AND 1874.

SCHOOL DISTRICT.	Admitted 1873.	Admitted 1874.	Increase.	Decrease.
First	33	33	..	..
Second	30	72	42	..
Third	72	88	16	..
Fourth	23	29	6	..
Fifth	100	111	11	..
Sixth	106	86	..	20
Seventh	122	163	41	..
Eighth	..	31	31	..
Colored	9	8	..	1
Totals	495	621	147	21

SHOWING THE NUMBER OF PUPILS ADMITTED FROM EACH WARD AT THE EXAMINATIONS IN JUNE, 1873 AND 1874.

WARD.	Admitted 1873.	Admitted 1874.	Increase.	Decrease.
First	3	..	..	3
Second	..	..	..	..
Third	..	..	..	..
Fourth	7	7	.	..
Fifth	14	7	..	7
Sixth	3	8	5	..
Seventh	11	11	..	..
Eighth	6	11	5	..
Ninth	36	45	9	..
Tenth	6	32	26	..
Eleventh	3	2	..	1
Twelfth	54	48	..	6
Thirteenth	3	14	11	..
Fourteenth	10	15	5	..
Fifteenth	83	72	..	11
Sixteenth	36	43	7	..
Seventeenth	20	27	7	..
Eighteenth	17	39	22	..
Nineteenth	43	76	33	..
Twentieth	44	50	6	..
Twenty-first	62	36	..	26
Twenty-second	25	39	14	..
Twenty-third	..	13	13	..
Twenty-fourth	..	18	18	..
Colored	9	8	..	1
Totals	495	621	181	55

SHOWING THE NUMBER OF PUPILS ADMITTED FROM EACH OF THE FEMALE GRAMMAR SCHOOLS AT THE EXAMINATION IN JUNE, 1874.

No. of School.	Ward.	No. Admitted.	No. of School.	Ward.	No. Admitted.	No. of School.	Ward.	No. Admitted.
1	4th.....	7	24	6th	3	49	21st.....	19
2	7th... ...	5	25	17th.....	1	50	18th.....	39
3	9th.....	21	27	19th.....	15	51	22d.....	0
4	13th.....	6	28	22d.....	4	52	12th.....	0
5	14th.....	0	29	18t	0	53	19th.....	23
7	10th.....	6	30	14th.....	6	54	12th.....	1
8	8th.....	5	33	20th.....	25	56	16th.....	24
9	22d.....	6	34	13th.....	8	59	19th.....	14
10	15th.....	20	36	11th.	1	60	23d.....	5
12	7th.....	6	37	12th.....	18	61	23d.....	5
13	17th.....	8	38	8th.....	6	62	23d.....	3
14	21st.....	17	39	12th... ..	16	63	24th.....	8
15	11th.....	0	41	9th.....	24	64	24th.....	2
17	22d.....	29	42	10th... ..	12	65	24th.....	5
18	19th.....	24	43	12th	4	66	24th.....	3
19	17th.....	18	44	5th.....	7	1*	Colored...	0
20	10th.	14	45	16th.....	19	2*	" ...	0
21	14th... ..	9	46	12th.. ...	9	3*	" ...	3
22	11th.....	1	47	15th.	52	4*	" ...	5
23	6th.....	5	48	20th.....	25	Total.....		621

It may be observed from the foregoing statistics that the Ward and School District in which the Normal College is located have sent the greatest number of pupils, and that Grammar School No. 47, in the Fifteenth Ward, is first on the list of schools, having had fifty-two (52) candidates admitted. The First School District simply held its own; while all the other districts, except the Sixth, made considerable gains upon the admissions of last year. The greatest gain was in the Second District, comprising the Seventh, Tenth, Thirteenth and Fourteenth Wards. The Seventh District, which includes the Twelfth, Nineteenth, and Twenty-second Wards, had one hundred and sixty-three (163), being a gain of forty-one (41) upon the admissions of 1873, and fifty-two (52) more than were admitted from any other district in the city. It may also be observed that the admissions of 1874, notwithstanding the change in the By-Law raising the age of the candidates, exceeded those of 1873 by the large number of one hundred and twenty-six (126.) With the exception of the Eleventh Ward, the admissions generally represent every section of the city. While the schools in the wealthier districts have furnished the greatest number of pupils, the schools in the poorer districts, according to their opportunities, have done exceedingly well, and deserve especial credit.

The candidates were admitted on an average of seventy (70) per centum in the studies of reading, spelling, writing, grammar, history, arithmetic, one book of geometry, and algebra through simple equations. A careful examination of the papers revealed the fact that the candidates were more deficient in the necessary and fundamental branches of arithmetic and grammar than in any of the other subjects. This condition of things is to be especially deplored, because the evil effects of it are sorely felt at the time of graduation. Surely pupils who have completed the fourteenth year of their age should be able to solve, with facility, easy questions in arithmetic, and to parse and analyze the simple sentences of their mother tongue. Perhaps, since the Board has

simplified the standard for admission by eliminating geometry from the requirements, and by substituing United States History for General History, a better state of things will be found in this respect at the next annual examination.

STUDIES: LANGUAGE.

The change in the curriculum, which went into operation last fall, by which the students were limited to the study of but one modern language, has already produced beneficial results. Instead of French *and* German, as heretofore, French *or* German is now permitted. This was the plan when the College was established five years ago; and it is a little singular that at that time seven-eighths of the students preferred French; while at the recent choice, in September last, nine-tenths selected German. It might be interesting to ascertain the causes that led to such a striking revolution. The present programme of study permits four lessons per week in German or French, four in Latin, and two in English. These consume just half the College time. The other ten hours are divided among all the other branches of study. It may appear at first sight that sufficient time is not given to English; but it must be borne in mind that there are constant reviews of reading, spelling, grammar and history, which may very properly be classified as belonging to the English Department. And, besides this, the study of Latin and one modern language is a very material assistance to the study of the mother tongue.

The younger students have been thoroughly grounded in the Latin Grammar, with simple translation; the juniors have read copious extracts from the classic authors; and the seniors are now as far as the second book of the Æneid of Virgil. There has been a very decided improvement in the study of the Latin since every student has been compelled to recite four times per week. The study of German and French has been placed pre-

cisely upon the same footing as the other branches; and, with rigid responsibility for systematic progress, it is to be hoped that the very best results will follow. Already signs of improvement are apparent.

MATHEMATICS, PHYSICS AND CHEMISTRY.

These three departments are under the charge of one professor, and were it not for the fact that the tutors are so able and reliable, it would be necessary to divide the chair, and to place the department of mathematics under a separate head. The mathematical department has been considerably lightened and reduced to the simple and necessary principles. The students have been thoroughly instructed in Algebra, through Radicals and Quadratic Equations of two unknown quantities, through Plane Geometry (with test examples), through the outlines of the geometry of solids and through Trigonometry with its application to Astronomy. Crooked, puzzling examples have been avoided as a waste of time, and the energies of the teachers directed to black board explanations of the underlying principles.

The department of Physics and Chemistry has been supplied during the past eighteen months with about $4,000 worth of material, which, with what was on hand at the time of entering the new building, allows for said department about $7,000 worth of superior apparatus. This department of instruction is, in all respects, in a most efficient condition, creditable alike to your Board and to the city at large.

NATURAL SCIENCE.

It is pleasant to be able to report that Professor E. H. Day is doing very good work. He is a careful, pains-taking and methodical teacher. By the very nature of the subjects in which

he instructs, he is compelled to be brief and cursory. In Mineralogy and Geology he is limited to the barest outline; and, to some extent, the same is true of Botany and Zoology; for the main object is to make the teachers intelligent, not to make them scientific scholars in these branches, which would be simply impossible. In the matter of Physiology, however, there is a marked difference. This subject he is obliged to teach accurately and nicely, for of all the branches taught in the College this is the most important to women, and especially to those women who intend to make teaching a profession. The power to conserve their own health and that of the children committed to their care is the greatest of all powers. Even vice itself is so much a matter of ill-health, hereditary or acquired, that any knowledge which tends to reduce it becomes an important moral agent.

HISTORY.

The plan pursued in the study of history has been as follows: The ancient empires prior to the empire of Alexander have been taught in outline and by means of lectures on the map. Greece has been taught to the First Grade, Rome to the Second, and England to the Third. In teaching England the instructor is forced to introduce a great deal of the histories of France, Scotland and Ireland. The History of the United States is carefully reviewed in the Sixth, or highest grade. On first entering the College the students have been found to dislike the study of history; and, upon investigation, it was discovered that the difficulty arose from the absurd attempt to commit the words of the text-book to memory, than which it is impossible to conceive of any habit more at war with intellectual progress. Just as soon as the teachers were able to destroy this habit, and to make the pupils remember ideas and clothe them in their own language, history became to them one of the most fascinating of studies. In the upper grades there is no trouble in this respect. The students appear to take great pleasure not only in learning the

facts, but in freely discussing them. It may be mentioned, to the credit of the teachers of history, who have performed their delicate task so well, that not a single complaint has ever reached the President in regard to any political or religious bias.*

RHETORIC AND LITERATURE.

Rhetoric has been taught, as it should be, in connection with analysis, parsing and composition. The work accomplished has been satisfactory. Literature has been taught during the past term more in the good old catechetical way, and less in the form of lectures. Lectures may be very well for the advanced students of a University, but hardly suitable for young pupils of the Normal College. Indeed, it is very doubtful if it is ever wise to dispense with the Socratic plan of asking questions and receiving answers. Experience has proved that students, under a continuous lecture system, become passive recipients of knowledge, and lose their mental activity and all idea of independent effort. On the whole, there has been improvement in the study of English Literature.

DRAWING AND MUSIC.

Since the occupation of the new building, the improvement in Drawing has been most marked and decided. The facilities for teaching it are excellent. There is ample room; the blackboard accommodations are abundant; there is a steady northwest light; and all the appliances have been liberally furnished by the Committee. The plan of instruction is simple and logical. It is as follows: first, straight lines; second, curves; third, perspective; and fourth, drawing from natural objects. There is

* Perhaps, as a matter of justice to the class and its teacher, it may not be out of place to state that the Right Hon. Wm. E. Forster declared that the very best class in English History which he saw in the United States he found in the Normal College.

no drawing from the flat surface with light and shade in such places as would necessitate half a dozen of suns. Every student in the Institution is compelled to take lessons in drawing. None are excused but those bringing physicians' certificates stating that the bearers are suffering from some disease of the eyes. Parents frequently object to their daughters studying drawing on the ground that they have no taste and can never excel in it. But, if such excuses were received, it would not be long before there would be applications to be excused from mathematics or Latin, and precisely on the same grounds of lack of taste. An eclectic course of study in an institution like the Normal College is simply impracticable. In order that the very best results may be achieved, it is indispensable that the programme of study be uniform. Facility in illustration at the black-board is the very right arm of the teacher; and, recognizing this fact, the students have been compelled to draw at the board under the rigid criticism of the instructor. Every good teacher comprehends and appreciates the value of a correct diagram. Even the rudest picture is pleasing to children. The young can be taught so readily through the eye that it may be safely stated that no person can be a teacher of the highest order unless he is quick and expert in the use of the chalk. Besides its practical usefulness, drawing is one of the best means of mental cultivation. It is a continual exercise of the judgment; it trains the eye and the hand, and creates a taste for the beautiful. The young ladies at the College are now making original designs, and producing drawings from nature which have elicited the commendation of every visitor. In a very short time the Institution will be able to supply the schools with teachers of Drawing.

The Music at the last Commencement was pronounced by critics as far superior to that of former years. As in Drawing, so in Music; every pupil is obliged, unless excused for cause, to study the subject as a science. No faith is to be placed in optional studies. Experience has shown that whenever a study may or

may not be pursued, at the pleasure of the pupil, that study very soon declines and amounts to nothing. If Drawing and Music are worth teaching at all, they are worth teaching well; and to teach them well, the recitations must be regular, uniform, and obligatory.

CALISTHENICS.

The wisest thing done for the College by your Board was the appointment, one year ago, of a teacher of Calisthenics. It would be almost impossible to explain the beneficial effects of daily physical exercise, without being open to the charge of exaggeration. The very exercises themselves compel an abandonment of tight clothing, so ruinous to health. Prior to the introduction of Calisthenics, it was no uncommon sight to see three or four young ladies carried out of the chapel in a fainting condition. During the last year there has been but one case of fainting, and even that was epileptic in its nature. Stooped shoulders, contracted chests, and pale, sickly faces have almost disappeared under the influence of daily physical exercise. Even as a conservator of discipline the Calisthenium has been found a powerful agent. It has caused an improvement in the attendance, and imparted an ability for work that did not exist before. The exercises accomplish the principal end of dancing by giving the students ease and grace of movement. Every student, unless excused for cause, is compelled to exercise for fifteen minutes each day. The teacher in this department has performed her duty with skill and energy.

THE MODEL SCHOOL.

The graduates of last June suffered professionally for the want of practice in the Model School. While the school was in St. Mark's place, and the College in 69th street the necessary practical training was simply out of the question. That difficulty is now

removed. The Model School has been in successful operation since September last, and the graduating classes have been "looking on" since the first of December. The plan to be pursued is as follows: the teacher of methods will instruct the pupil-teachers in the theory of teaching; these pupil-teachers will devote one month to looking on at the work of the critic-teachers; the next month they will be set to teach small divisions and sub divisions of the classes; the third month they will be placed in charge of entire classes in the presence of the critics; after this they will be tried as independent class teachers. Thus the burden will be placed upon their shoulders by degrees, as they are found able to bear it. Government is, to a great extent, a mere matter of eyesight. The able disciplinarian is Argus-eyed. It may be observed that the inexperienced teachers who fail to maintain order are those who never see more than one child at a time. In truth, it takes long practice to enable any person to take in fifty children in a single glance. It will be found that the secret cause of difficulty in school government lies just here, and the plan in contemplation to remedy it is very simple. It is to place small classes of four, five and ten, under each pupil-teacher, and gradually increase the number to forty, fifty and sixty, as an ability to manage is evinced. It is quite possible to train young ladies to govern, just as they are trained to teach. The Model School is the right arm of the Normal College, and high hopes are entertained that it will yet solve the problem of school government.

MANNERS AND MORALS.

Under the vigilant supervision of the Lady Superintendent, the manners and morals of the students are unexceptionable. The spirit of loyalty to the Institution and of obedience to authority is, in general, all that could be desired. Ample provision is made for the "vocal spontaneity" of the human being by allowing a free use of the lungs during the half hour's recess, and during the five minutes' intermission between the recitations.

This freedom from restraint secures better order and attention when they are most required. There is no demand for a depressing system of discipline, but only for the amount necessary to conduct the business of the College in a prompt and energetic manner. It is our pleasure and our aim to make those committed to our care as happy as circumstances will permit.

CONCLUSION.

It is gratifying to state that the Normal College has attracted not only the attention of the most eminent of our own citizens, but that of distinguished foreigners. The Earl of Dufferin, Governor-General of the Dominion of Canada, spent the greater portion of two days in inspecting and studying the system of instruction pursued, and was so well pleased with all that he saw and heard that he asked permission to award a prize to some meritorious student. The Institution was visited by King Kalakaua and suite, by the Lord Mayor of Dublin and associates, by the late Mayor Havemeyer, by Mayor Vance, by Mayor Wickham, by the Earl of Roseberry, by the Right Honorable Wm. E. Forster, and by many other distinguished gentlemen who take a profound interest in public education.

In behalf of the students and instructors, I beg leave to thank Mr. James W. Farr and his associates on the Normal School Committee for the able and unwavering support which they have given to the College at all times and under all circumstances, and also to express my deep sense of gratitude for the loyalty and efficiency with which my associate instructors performed every duty to the Institution and to the interests committed to their care.

Respectfully,

Your obedient servant,

THOS. HUNTER,

President Normal College.

CLASS HONORS—1874.

OTTENDORFER GOLD MEDAL.
(*For Proficiency in German.*)
MARIE L. RADLEY.

OTTENDORFER SILVER MEDAL.
(*Same.*)
JULIA GERAGHTY.

BARRON PRIZE FOR ELOCUTION.
(*Fifty Dollars in Gold.*)
JENNIE MORRISON.

SECOND PRIZE FOR ELOCUTION.
(*Twenty-five Dollars in Silver.*)
ANNA M. MARTIN.

BARRON PRIZE FOR SINGING.
(*Fifty Dollars in Gold.*)
ANNIE STONE.

SECOND PRIZE FOR SINGING.
(*Twenty-five Dollars in Silver.*)
SUSAN M. DAY.

KELLY SILVER MEDAL.
(*Methods and Principles of Teaching.*)
ALICE MAUD SAWYER.

KELLY BRONZE MEDAL.
(*Same.*)
ELLA CALKINS.

KANE GOLD MEDAL.
(*For Physiology.*)
CARRIE J. MILLER.

ALUMNÆ GOLD MEDAL.
(*For Physics.*)
AMELIA ANTOINETTE McCREADY.

HUNT GOLD MEDAL.
(*For Latin.*)
KATE SOPHIA HILL.

HONOR STUDENTS.

KATE SOPHIA HILL,
CAROLINE WANDELL BROUNER,
ALICE MAUDE SAWYER,
AMELIA ANTOINETTE MCCREADY,
FRANCES ROBINSON,
LUCIA BURTIS TUNIS,
MARY ADELAIDE CORBOULD,
MARION LOOMIS HENDRICKSON,
FLORENCE A. MAXWELL.

LIST OF GRADUATES OF 1874, IN THE ORDER OF MERIT.

A 6th.

Order of Merit.	NAME.	Order of Merit.	NAME.
1	Hill, Kate S.	20	McClusky, Sarah
2	Sawer, Alice M.	21	Lowenthal, Emma
3	McCready, Amelia	22	Weber, Hattie
4	Corbould, Mary A.	23	Lowenstein, Lydia
5	Haslett, Jemima	24	Aitchison, Fannie
6	Cowell, Annie L.	25	Lewis, Mary A.
7	Talbert, Elizabeth	26	Dempsey, Augusta
8	Altschul, Elise	27	Denning, Anna L.
9	Hay, Margaret C.	28	Dempsey, Mary
10	Reilly, Katie F.	29	Fahey, Sarah
11	Merritt, Anna	30	Stone, Annie
12	Freedman, Agnes E.	31	Walmsley, Emma A.
13	Dalton, Annie M.	32	Rover, Mary E.
14	Sibbald, Hannah S.	33	Crapser, Helen A.
15	Brophy, Ella A.	34	Neal, Lizzie J.
16	Sears, Marion J.	35	Wilson, Emma
17	Freeborn, Ella C.	36	Hobby, Kate L.
18	Kennedy, Mary E.	37	Marsh, Belle
19	Haslett, Isabella S.		

B 6th.

1	Brouner, Caroline W.	22	Morrison, Jennie A.
2	Tunis, Lucia B.	23	Ecker, Sarah M.
3	Maxwell, Florence A.	24	Green, Jennie
4	Haydock, Adelaide	25	Townsend, Abbie
5	Miller, Caroline J.	26	Hanna, Henrietta A.
6	Geraghty, Julia R.	27	Banta, Lizzie
7	Hunter, Elizabeth J.	28	Mulshine, Mary A.
8	Davis, Mary R.	29	White, Emma L.
9	Thompson, Kate	30	Courtier, Ada L.
10	Woglom, Rebecca D.	31	Muldoon, Kate G.
11	Peterson, Elsie M.	32	Cohn, Minnie
12	Crow, Hannah	33	Heulat, Julia
13	Eckstein, Isabella	34	Mackrell, Mary
14	Lawler, Amelia M.	35	Calkins, Ella
15	Wiley, Sarah	36	Day, Sara
16	Mayer, Henrietta	37	Smith, Emily
17	Griebel, Julia M.	38	Roberts, Harriet W.
18	Files, M. Augusta	39	Way, Irene
19	Van Vorst, Anna A.	40	Foy, Mary
20	Moffett, Lizzie A.	41	Flynn, Charlotte
21	Otersen, Margaret	42	King, Annie S.

C 6th.

Order of Merit.	NAME.	Order of Merit	NAME.
1	Hendrickson, Marion	16	Julien, Mary E.
2	Cope, Marie Louise	17	Wyckoff, Theodosia
3	Read, Emma	18	Hopkins, Fanny S.
4	Mandeville, Evelyn	19	Shepard, Marabel
5	Rider, Florence A.	20	Harvey, Alice
6	McNamara, Mary E.	21	Daly, Emma
7	Gough, Agnes	22	Ramsey, Annie
8	Hall, Isabella H.	23	Hill, Sarah
9	Eickwort, Dora	24	Simes, Charlotte
10	Ford, Sarah	25	McLoughlin, Elizabeth
11	Lippman, Julia	26	Morris, Maggie
12	McCort, Esther L.	27	Donnelly, Rose
13	Burlinson, Mary	28	Corning, Maggie
14	Killeen, Elizabeth F.	29	McCaffrey, Mary
15	Maguire, Katie		

D 6th.

1	Robinson, Fannie	17	Bunce, Clare
2	Keeler, Harriet Louise	17	Finley, Isabel Edwina
2	Robinson, Sarah Agnes	19	Hunter, Anna Maria
2	Cudlip, Hattie Louisa	19	Stanton, Sarah Jane
5	Files, Emma Frances	19	Wierner, Annie Cora
6	Wyman, Nellie Eloise	22	Wheaton, Sarah
6	Friend, Theresa	22	Terry, Abigal Jane
8	Radford, Fanny Belle	24	Wells, Libbie Miller
8	Bryan, Emily Betsey	24	Baird, Agnes Joanna
8	Huling, Ella Jane	26	Day, Susan Matilda
11	Coombe, Julia	26	Turner, Mary Emma
12	Reynolds, Lillian Mason	28	Cox, Clara Anna
13	Fernhead, Josephine Louisa	29	Nevers, Mary
14	Mandelbaum, Julia Eva	30	Boesé, Ella
15	Martin, Anna Molleson	31	Parkhurst, Lizzie
15	Roome, Jane Ryerson		

E 6th.

Order of Merit.	NAME.	Order of Merit.	NAME.
1	Duryea, Cora Ritch	14	Jennings, Sadie M
2	Keating, Anna C.	15	MacDonough, Adeline M.
3	Hoag, Ella Frances	16	Reilly, Rose
4	Westbrook, Lizzie	17	Flannigan, Emma
5	Hills, Mary E.	18	Williamson, Adeline
6	McAdam, Margaret Cecelia	19	May, Mary
7	Jones, Sarah Amelia	20	Eakins, Margaret C.
8	Richman, Isabella	21	Keyes, Fanny Scott
9	Johnson, Hilma Amalia	22	Gillespie, Sarah M.
10	Haley, Jeanette W.	23	Mills, Corinno
11	Murray, Hannah Teresa	24	Fisher, Phenie
12	Hill, Ida Louise	25	Merritt, Emarintha
13	Van Dyck, Mary Esther		

F 6th.

1	Bock, Clara	13	Corey, Eliza
2	Enever, Emily	14	Hurley, Hannah
3	Davis, Anne	15	Hersch, Rebecca
4	Albro, Helen	16	Hughes, Jennie
5	Radley, Mary L.	17	Herring, Annie
6	Kiernan, Marie F.	18	Sinclair, Aimee
7	Henry, Rachel	19	Parker, Annie
8	Jacobs, Esther	20	Myhan, Esther
9	Hays, Julia	21	Hay, Mary
10	Roe, Fanny C.	22	McGiveny, Sarah
11	McCort, Catharine	23	Henley, Helen
12	Reed, Haidee		

A 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
8	Altschul, Elise	92	100	0	1	1	0	Graduated.
24	Atchison, Fannie	75	93	7	4	0	0	"
15	Brophy, Ella A.	90	91	6	4	0	1	"
33	Crapser, Helen A.	82	97	3	1	0	0	"
6	Cowell, Anna L.	91	101	0	0	0	0	"
4	Corbould Mary A.	95	100	0	1	0	0	"
13	Dalton, Anna M.	90	101	0	0	0	0	"
27	Denning, Anna L.	84	99	1	1	0	0	"
28	Dempsey, Mary	84	96	1	4	1	1	"
26	Dempsey, Augusta	84	100	0	1	2	4	"
17	Freeborn, Ella C.	89	95	2	4	0	0	"
12	Freedman, Agnes E.	91	101	0	0	0	0	"
29	Fahey, Sarah	84	98	0	3	1	1	"
1	Hill, Katie S.	96	101	0	0	0	0	"
36	Hobby, Katie L.	75	99	2	0	0	2	"
5	Haslett, Jemima	94	101	0	0	0	0	"
19	Haslett, Isabella S.	87	101	0	0	0	0	"
9	Hay, Margaret C.	91	101	0	0	0	0	"
18	Kennedy, Mary E.	88	100	0	1	0	0	"
	Lyell, Mary	Notex.	46	47	8	0	1	
21	Lowenthal, Emma	86	101	0	0	0	0	Graduated.
23	Lowenstein, Lydia N.	85	98	1	2	0	0	"
25	Lewis, Mary	85	97	1	3	0	0	"
11	Merritt, Anna	91	93	0	7	0	1	"
20	McCusky, Sarah	87	97	2	2	0	0	"
37	Marsh, Bella C.	76	91	0	10	0	0	"
	Morris, Jennie R.	Notex.	56	7	15	..	..	
3	McCready, Amelia A.	96	101	0	0	0	0	Graduated.
	McCormick, Eliza J.	Notex.	85	13	15	0	0	
34	Neal, Lizzie I.	79	87	14	0	0	0	Graduated.
10	Reilly, Katie T.	91	98	1	2	0	3	"
32	Roser, Mary E.	83	96	2	3	0	0	"
	Rothert, Louise H.	Notex.	55	0	56	0	0	
2	Sawyer, Alice M.	96	97	2	2	2	1	Graduated.
	Sheriff, Emma J.	Notex	0	0	101	0	0	
29	Stone, Annie	84	100	1	0	0	0	Graduated.
16	Sears, Marion J.	89	94	1	6	0	0	"
14	Sibbald, Hannah	90	69	..	32	..	2	"
7	Tolbert, Elizabeth	93	99	0	2	0	0	"
31	Walmsley, Emma	83	101	0	0	0	0	"
35	Wilson, Emma	79	81	6	14	0	3	"
22	Weber, Hattie	86	98	1	2	1	0	"

B 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
1	Brouner, Caroline W.....	96	101	0	0	0	0	Graduated.
27	Banta, Lizzie.....	81	93	0	8	2	0	"
43	Breen, Emma.....	65	94	2	5	0	0	....
32	Cohn, Minnie.....	79	97	1	3	0	6	Graduated.
35	Calkins, Ella.....	78	98	2	1	0	0	"
30	Courtier, Ada L.....	79	98	2	1	1	0	"
12	Crow, Annie.....	89	99	2	0	1	1	"
8	Davis, Mary R.....	93	101	0	0	0	0	"
36	Day, Sarah E.....	78	97	4	1	0	0	"
23	Ecker, Sarah M.....	84	95	4	2	0	0	"
13	Eckstein, Isabella.....	89	101	0	0	0	0	"
18	Files, M. Augusta.....	85	96	4	1	1	0	"
40	Foy, Mary.....	75	93	4	4	0	0	"
40	Flynn, Charlotte.....	75	90	4	8	0	6	"
6	Geraghty, Julia R.....	93	97	2	2	0	1	"
24	Green, Jennie.....	84	100	0	1	0	3	"
17	Grieble, Julia M.....	85	101	0	0	0	0	"
26	Hanna, Henrietta A.....	82	90	4	7	0	1	"
4	Haydock, Adelaide.....	94	101	0	0	1	0	"
7	Hunter, Elizabeth J.....	93	101	0	1	0	0	"
33	Huelat, Julia.....	78	100	1	1	0	0	"
14	Lawler, Amelia M.....	87	94	3	5	0	4	"
21	Morrison, Jennie A.....	84	100	1	0	0	0	"
3	Maxwell, Florence.....	94	100	1	0	0	0	"
42	Malcolm, Willimina.....	69	90	4	8	0	2	....
16	Mayer, Henrietta.....	86	94	1	6	0	1	Graduated.
34	Mackrell, Mary.....	78	101	0	0	0	0	"
28	Mulshine, Mary A.....	81	100	3	0	0	2	"
20	Moffett, Lizzie A.....	84	88	12	1	0	7	"
5	Miller, Caroline J.....	93	93	7	1	0	0	"
31	Muldoon, Kate G.....	79	94	2	5	0	1	"
21	Otter-en, Margaret.....	84	101	0	0	0	1	"
11	Peterson, Elsie M.....	90	97	3	1	0	0	"
38	Roberts, Harriet W.....	77	101	0	0	1	0	"
37	Smith, Emily.....	78	97	4	0	0	0	"
25	Townsend, Abbie.....	83	100	1	0	0	0	"
	Talkington, Grace.....	Grad.	1873.	..	..	..	..	....
2	Tuttle, Lucia B.....	95	99	1	1	0	0	Graduated.
9	Thompson, Kate.....	91	97	4	0	1	0	"
19	Van Vorst, Anna A.....	85	94	6	1	0	1	"
10	Woglom, Rebecca D.....	91	101	0	0	0	0	"
15	Wiley, Sarah.....	86	96	0	5	2	2	"
39	Way, Irene.....	77	100	0	1	0	2	"
29	White, Emma L.....	81	99	..	2	0	2	"
11	King, Annie.....	90	44	37	0	1	0	"
	Fogarty, Katie.....	Not ex	0	0	101	0	0	....

C 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
13	Burlinson, Mary	83	98	3	0	1	0	Graduated.
2	Cope, Maria L	94	101	0	0	0	0	"
28	Corning, Maggie	76	89	12	0	0	0	"
	Curtis, Charlietta	Not ex	0	101	0	0	0	
21	Daly, Emma M	79	87	14	0	6	0	Graduated.
27	Donnelly, Rose M	77	96	5	0	8	0	"
9	Eickwort, Dora	86	99	2	0	1	0	"
10	Ford, Sarah	84	95	6	0	1	0	"
	Geary, Mary T	Not ex	38	63	0	0	0	
7	Gough, Agnes	87	100	1	0	1	0	Graduated.
8	Hall, Isabella H	86	98	3	0	2	0	"
20	Harvey, Alice	81	98	3	0	0	0	"
1	Hendrickson, Marion	95	100	1	0	0	0	"
23	Hill, Sarah	79	96	5	0	0	0	"
18	Hopkins, Fannie S	81	99	2	0	1	0	"
16	Julien, Mary E	82	96	5	0	0	0	"
14	Kileen, Elizabeth F	82	98	3	0	0	0	"
11	Lippman, Julia	84	93	8	0	0	0	"
15	Maguire, Katie	82	101	0	0	0	0	"
4	Mandeville, Evelyn	90	92	9	0	0	0	"
29	McCaffrey, Mary	78	89	12	0	0	0	"
12	McCort, Esther L	83	95	6	0	2	0	"
25	McLaughlin, Elizabeth	78	101	0	0	0	0	"
6	McNamara, Mary E	88	99	2	0	0	0	"
26	Morris, Maggie	78	97	4	0	0	0	"
30	Palmer, Cora	66	76	25	0	0	0	
22	Ramsey, Anna	79	91	10	0	0	0	Graduated.
3	Read, Emma	91	101	0	0	2	0	"
5	Rider, Florence A	89	101	0	0	1	0	"
19	Sheppard, Marabel	81	98	3	0	10	0	"
24	Simes, Charlotte	78	81	20	0	6	0	"
17	Wyckoff, Theodosia	81	83	18	0	0	0	"

D 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
8	Bryan, Emily B.....	89	98	1	2	1	1	Graduated.
24	Baird, Agnes J.....	80	94	4	3	1	0	"
17	Bunce, Clare.....	83	96	5	0	1	1	"
30	Boese, Ella.....	75	86	15	0	0	1	"
28	Cox, Clara A.....	78	95	4	2	0	1	"
11	Coombe, Julia	87	100	0	1	1	0	"
2	Cudlipp, Hattie L.....	94	101	0	0	0	0	"
26	Day, Susan M.....	79	84	1	16	1	6	"
6	Friend, Theresa	91	98	0	3	5	0	"
5	Files, Emma F.....	93	101	0	0	1	0	"
17	Finley, Isabel E.....	83	97	1	3	0	0	"
32	Ferrero, Minnie M.....	73	98	0	3	0	0	"
12	Fernhead, Josie L.....	86	99	2	0	0	0	"
33	Forster, Jennie J.....	72	95	3	3	0	2	Grad. in 1871
19	Hunter, Annie M.....	82	101	0	0	0	0	Graduated.
8	Huling, Ella J.....	89	87	0	14	0	0	"
2	Keeler, Harriet L.....	94	101	0	0	0	0	"
15	Martin, Anna M.....	84	91	9	1	3	1	"
14	Mandelbaum, Julia.....	85	100	1	0	1	1	"
29	Nevers, Mary.....	76	101	0	0	1	0	"
15	Roome, Jane R.....	84	95	0	6	0	0	"
2	Robinson, Sarah A.....	94	101	0	0	0	0	"
1	Robinson Fannie.....	95	101	0	0	0	0	"
12	Reynolds, Lillian.....	86	99	0	2	0	3	"
8	Radford, Fannie.....	89	96	0	5	1	1	"
19	Stanton, Sarah J.....	82	97	4	0	0	0	"
22	Terry Abigal J.....	81	90	3	8	1	2	"
26	Turner, Mary E.....	79	86	11	4	0	0	"
6	Wyman, Nellie....	91	101	0	0	0	0	"
24	Wells, Libbie M.....	80	93	6	2	0	1	"
19	Wiener, Annie C.....	82	101	0	0	0	0	"
22	Wheaton, Sarah.....	81	91	0	10	0	2	"
31	Parkhurst, Lizzie.....	76	65	7	4	0	1	"

E 6th.

Class Standing.	NAME.	Average Scholarship.	No of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
1	Duryea, Cora R	94	101	0	0	0	3	Graduated.
20	Eakins, Margaret	80	100	0	1	0	1	"
24	Fisher, Phenie	77	100	1	0	0	1	"
17	Flannagan, Emma	82	99	2	0	1	1	"
22	Gillespie, Sarah	79	95	4	2	0	0	"
10	Haley, Nettie	88	99	0	2	1	0	"
12	Hill, Ida L	87	98	2	1	1	1	"
5	Hills, Mary E	90	101	0	0	0	0	"
3	Hoag, Ella F	90	98	0	3	0	6	"
14	Jennings, Sadie	84	100	0	1	0	0	"
9	Johnston, Helma	89	101	0	0	0	0	"
7	Jones, Sarah A	89	99	2	0	0	0	"
2	Keating, Annie	91	96	3	2	0	1	"
21	Keyes, Fannie S	80	101	0	0	0	0	"
26	Levi, Annie	72	80	2	19	0	1	
6	McAdam, Maggie	90	101	0	0	0	1	Graduated.
15	McDonough, Addie	83	100	0	1	0	0	"
25	Merritt, Emarintha	74	91	10	0	0	1	"
23	Mills, Corinne	77	89	11	1	0	1	"
19	May, Mary	80	92	5	4	0	2	"
11	Murray, Hannah T	87	95	2	4	14	0	"
27	Patsouric, Antonia	67	94	0	7	0	0	
8	Richman, Isabelle	89	98	2	1	0	2	Graduated.
16	Reilly, Rose	83	101	0	0	0	0	"
13	Van Dyck, Mary	85	101	0	0	2	0	"
18	Williamson, Addie	81	97	0	4	0	0	"
4	Westbrook, Lizzie	90	100	0	1	0	0	"

F 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
4	Albro, Helen	90	100	0	0	0	0	Graduated.
1	Bock, Clara	93	100	1	0	0	0	"
13	Corey, Eliza	84	101	0	0	0	0	"
3	Davis, Anna	90	99	2	0	1	0	"
2	Ennever, Emily	93	101	0	0	0	0	"
	Erbschloe, Mignonette	Not ex	97	0	4	0	0	
21	Hay, Mary D	78	95	5	0	0	0	Graduated.
9	Hays, Julia	87	101	0	0	0	0	"
22	Henley, Helen	76	93	3	5	1	2	"
7	Henry, Rachel	88	98	3	0	0	0	"
17	Herring, Annie	82	94	3	4	1	3	"
15	Hirsch, Rebecca	83	94	0	7	0	0	"
14	Hurley, Hannah	84	101	0	0	0	0	"
16	Hughes, Jennie	83	99	2	0	3	1	"
8	Jacobs, Esther	88	99	0	2	1	0	"
6	Kiernan, Maria	89	100	1	0	1	1	"
25	Macy, Julia	60	71	21	9	71	0	
11	McCort, Catharine	85	99	1	1	0	0	Graduated.
22	McGiveny, Sarah	75	96	2	3	4	0	"
20	Myhan, Hester	78	98	1	2	1	4	"
19	Parker, Annie	78	97	2	2	0	5	"
4	Radley, Mary	90	98	1	2	0	0	"
12	Reed, Haidee	84	92	8	1	0	0	"
10	Roe, Charity F	86	98	1	2	0	0	"
23	Schwab, Bertha	73	101	0	0	0	0	
18	Sinclair, Aimee	81	100	1	0	0	0	Graduated.

A 5th

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
8	Acker, Sara	87	101	0	0	0	0
10	Audubon, Annie G	85	88	11	2	0	3
1	Baum, Esther J	95	85	16	0	0	0
26	Brown, Mary F	77	93	8	1	0	2
20	Clancey, Kate A	82	99	2	0	0	0
16	Colby, Mattie W	84	101	0	0	0	0
13	Crommelin, Mary	84	99	2	0	0	1
36	Cooper, Mary A	Not ex	16	9	..	..	..
24	Chapin, Edna L	79	87	14	0	0	0
30	Coan, Gertrude	72	94	7	0	0	0
31	Carolan, Mary B	71	87	14	1	0	3
12	Frost, Alice L	85	95	6	1	0	0
17	Going, Maude	83	81	20	0	0	3
4	Gannon, Emma	89	89	11	1	0	4
7	Grady, Fanny	87	100	1	0	0	0
23	Howell, Esther L	79	101	0	0	0	0
9	Hurley, Ellen	87	96	5	0	0	0
21	King, Ella	80	99	2	0	0	0
2	Knoth, Minnie E	91	101	0	0	0	0
19	Lawrence, Emma	82	95	6	0	0	0
15	McFarlane, Mary	84	96	5	0	0	0
33	McCormick, Kate	Not ex	74	27	0	0	0
34	Muldoon, Lizzie	Not ex	70	31	0	0	2
32	McCarthy, Emily	61	78	23	0	0	1
29	Raftery, Mary A	73	91	10	0	0	1
22	Roberts, Hester A	80	99	2	0	0	0
36	Raymond, Estelle	Not ex	0	101	0	0	0
35	Samek, Bertha	Not ex	63	34	4	0	0
6	Schoonmaker, Amanda	88	90	11	0	0	1
25	Shields, Minnie B	79	91	10	0	0	2
27	Terhune, Mary	76	100	1	0	0	0
28	Thiers, Sara	74	97	4	0	0	0
18	Thompson, Kate G	82	98	3	0	0	4
14	Tingley, Georgiana	84	99	2	0	0	1
11	Van Peake, Ella L	85	99	2	0	0	0
5	Walters, Rachel	89	95	6	0	0	0
3	Williams, Irene	90	101	0	0	0	0

A 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
37	Byrnes, Katie	71	95	4	2	0	0	
19	Crowley, Catharine	85	99	0	2	0	0	
35	Chase, Mary	75	101	0	0	0	0	
32	Cassidy, Katie	76	101	0	0	0	1	
38	Cavanagh, Anna	71	95	6	0	1	1	
33	Corrigan, Mary	76	100	1	0	1	0	
1	Davis, Betsey B	97	100	1	0	1	0	
16	DeMilt, Hannah M	85	94	7	0	1	2	
3	Dennison, Julia M	96	101	0	0	2	0	
9	Dougherty, Lizzie	93	94	6	1	0	1	
24	Frost, Addie	79	97	4	0	0	0	
30	Fisher, Pauline	77	94	7	0	4	0	
8	Hassell, Fanny	93	101	0	0	0	0	
10	Harper, Catherine	92	101	0	0	0	0	
20	Howlett, Mary V	84	101	0	0	0	0	
29	Healy, Julia L	77	101	0	0	0	2	
12	Keller, Emma	90	101	0	0	1	0	
4	Lindheimer, Ida	96	98	3	0	0	0	
39	Lancer, Maria	67	96	5	0	0	1	
31	Lalor, Mary	77	94	7	0	0	0	
13	Mason, Minnie	88	91	9	1	2	1	
18	McCarthy, Maggie	85	95	6	0	2	0	
6	Murphy, Theresa A	94	90	11	0	0	0	
8	Merington, Mary E	93	101	0	0	0	0	
2	Merington, Marguerite	97	101	0	0	0	0	
28	Michelbacher, Julia	78	90	11	0	0	1	Left July 1, '74.
15	Nevers, Annie	86	101	0	0	1	0	
5	Neely, Sarah	95	94	7	0	1	0	
34	Peterson, Laura L	75	101	0	0	0	0	
11	Rutter, Fanny	90	101	0	0	1	0	
36	Stafford, Joanna	72	97	4	0	1	0	
	Shedd, Lizzie	Not ex	25½	8	68½	1	1	Left July 1, '74
7	Strauss, Jeanette	93	98	2	1	0	0	
22	Tower, Susie L	82	86	3	12	1	0	
23	Tewey, Maggie	81	96	5	0	0	0	
14	Trainor, Catharine F	85	96	5	0	0	0	
17	Taylor, Maggie	85	101	0	0	0	0	
21	Tuomey, Joanna	83	101	0	0	0	0	
25	Van Wie Beulah	78	101	0	0	2	0	
23	Waters, Josie C	81	70	19	11	2	1	
40	Wooster, Louise	65	77	24	0	2	0	

B 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
2	American, Clara	96	98	3	0	0	0
25	Ashby, Helena	80	82	18	1	0	2
24	Barrington, Sarah	81	91	10	0	0	0
8	Brennan, Ada	90	90	11	0	0	0
21	Bade, Sophie	82	97½	1½	2	1	5
25	Brouwere, Josie	80	93	7	1	0	1
30	Carroll, Ella	78	81	14	6	1	4
5	Clift, Agnes	93	98	2	1	0	0
31	Cowell, Ida	76	98	1	2	0	0
3	Cummings, Sarah	94	91	0	10	0	0
28	Clarke, Grace	79	96	1	4	0	0
1	Cilley, Euphemia	98	100	0	1	0	1
21	Corbally, Mary	82	98	2	1	0	0
28	Egbert, Annie	79	99	2	0	1	1
19	Eustace, Kate	83	99	1	1	0	0
33	Frisbee, Kate	75	101	0	0	0	0
7	Gallagher, Mary	91	98	2	1	0	0
32	Gleeson, Julia	75	89	12	0	0	0
10	Hawkey, Jane I.	89	101	0	0	0	0
33	Kennelly, Mary	75	93	4	4	0	0
21	Levie, Gertrude	82	92	8	1	0	0
3	Mahoney, Mary	94	100	1	0	0	0
13	Osborne, Mary	85	101	0	0	0	0
13	O'Brien, Mary	85	101	0	0	0	0
17	Peterson, Louise	84	98	2	1	0	0
25	Roberts, Carrie	80	98	3	0	0	0
8	Shuster, Betty	90	98	3	0	0	0
12	Schwab, Betty	88	98	3	0	0	2
	Scoville, Mary	Not ex	12	8	0	0	1
13	Stern, Sara	85	93	3	0	0	0
13	Thomson Barbara	85	97	0	4	0	1
5	Van Dyke, Annie	93	101	0	0	0	1
19	Wheaton, Mary	83	94	7	7	0	2
10	Waring, Mary	89	99½	1½	0	0	0
17	Wallauer, Josephine	84	98	3	0	0	0

C 4th.

Class Standing.	NAME.	Average Scholarship	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
20	Albro, Sarah J.....	79	99	0	2	0	0
27	Callahan, Mary L.....	75	96	0	5	0	0
24	Coughlan, Mary E.....	78	100	0	1	0	1
7	Duff, Mary A.....	85	99	0	2	0	0
25	Erdman, Theresa.....	77	100	0	1	2	1
2	Freedman, Pauline S.....	93	100	0	1	0	0
23	Heindsman, Maria.....	79	100	1	0	0	1
29	Harrington, Mary E.....	74	101	0	0	0	0
4	Harrigan, Mary E.....	90	100	0	1	1	0
18	Higgins, Alice L.....	80	100	1	0	3	3
18	Hoffman, Sylvia.....	80	100	0	1	0	0
5	Kamak, Rachel.....	88	97	4	0	0	0
28	Keech, Marion J.....	75	95	2	4	0	0
1	Lyendecker, Barbara.....	95	101	0	0	0	0
8	Mack, Emma.....	85	98	2	1	0	0
14	Michael, Leah.....	81	96	2	3	0	0
17	Morton, Emeline T.....	80	101	0	0	1	0
30	Morrison, Ella A.....	73	92	1	8	0	8
20	Murphy, Catharine H.....	79	95	2	4	0	1
15	Nussbaum, Rebecca.....	81	97	3	1	1	0
26	Sarger, Christine A.....	76	100	0	1	70	0
3	Schmidt, Louise R.....	92	98	3	0	2	1
10	Sheridan, Margaret C.....	83	94	2	5	1	1
6	Shields, Katie C.....	87	96	0	5	0	2
33	Smith, Annie M.....	66	86	4	11	2	5
31	Soper, Alfaretta.....	70	93	4	4	0	2
22	Thomas, Clara.....	79	99	0	2	0	0
32	Thompson, Jennie A.....	67	79	4	17	2	2
11	Ward, Mary.....	83	90	1	10	0	3
12	Watson, Josie A.....	82	98	2	1	1	0
16	Whitney, Hannah S.....	81	97	3	1	0	0
13	Zeigler, Julia C.....	82	101	0	0	0	0
9	Higgins, Hannah J.....	84	101	0	0	2	1

D 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused	No. of times late excused.	No. of times late unexcused.
4	Beam, Kittie A	93	100	0	1	0	0
29	Brown, Mary C	81	91	0	10	0	0
14	Bruen, Ada	87	93	0	8	0	0
9	Crane Cara N	90	100	1	0	0	0
24	Corbin, Maggie L	84	95	0	6	0	0
2	Davies, Kate N	96	91	1	9	0	0
18	Dowdall, Agnes M	86	95	1	5	0	0
1	Funk, Ellie	97	96	5	0	1	0
26	Foss, Mary G	83	98	0	3	0	3
37	Gugenheim, Jennie	72	82	9	10	1	0
26	Garson, Eva	83	98	2	1	0	0
14	Heydorn, Caroline	87	95	3	3	0	1
21	Hellman, Matilda	85	98	2	1	0	0
12	Heade, Helena E	89	$87\frac{2}{5}$	$7\frac{3}{5}$	6	0	1
12	Jury, Maria	89	94	$4\frac{}{}$	3	0	1
4	Japha, Henrietta	93	96	3	2	0	4
3	Jaroslawski, Hulda	94	100	1	0	0	0
	Lazarus, Rosie	Not ex	43	55	0	1	0
9	Lecocq, Lucie M. A	90	98	3	0	0	0
32	McArdle, Annie M	78	100	0	1	0	2
7	Murphy, Catharine C	91	90	8	3	0	0
18	McCabe, Rosetta	86	91	9	1	0	0
28	McClellan, Katie R	82	87	3	11	1	0
35	McCleish, Elizabeth L	75	101	0	0	1	0
21	Norcott, Charlotte A	85	98	2	1	0	0
14	Prior, Mary A	87	98	1	2	0	2
21	Russell, Janet	85	$92\frac{5}{5}$	$6\frac{3}{5}$	2	0	2
9	Rider, Ada	90	99	0	2	0	0
7	Sammis, Alma	91	100	0	1	0	0
29	Stuart, Eunice E	81	93	7	1	0	0
18	Slowey, Emma C	86	101	0	0	0	0
34	Torrens, Matilda	76	99	0	2	1	2
36	Van Iderstine, Clara	74	86	7	8	0	1
14	Weaver, Jennie L	87	91	10	0	0	0
24	Weir, Annie E	84	93	6	2	0	0
31	Whelpley, Kate A	79	90	0	11	0	0
32	Webb, Ida R	78	101	0	0	0	0
6	Zetzman, Mary A	92	$98\frac{1}{5}$	$\frac{1}{5}$	2	0	1

A 3d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused
7	Boak, Mary W.....	83	101	0	0	0	0
15	Clinch, Ida.....	79	99	0	2	1	10
18	Cooper, Mary.....	78	80	15	6	0	1
23	Connolly, Kate E	69	100	0	1	0	1
19	Delaney, Josephine.....	77	75	13	13	0	0
19	Duffy, Helen A.....	77	100	0	1	1	2
11	Hennessy, Mary A.....	82	95	5	1	1	1
13	Harris, Anna.....	81	97	3	1	0	5
13	Harris, Grace.....	81	89	7	5	0	1
2	Joyce, Anna C.....	86	96	5	0	0	1
5	Kennedy, Martha.....	84	93	4	4	0	0
2	Lücke, Julia.....	86	101	0	0	0	0
7	Lewinson, Sara	83	98	3	0	0	1
15	May, Matilda.....	79	92	3	6	0	0
1	Meynen, Mary M.....	87	98	2	1	0	0
5	Moore, Fannie L.....	84	88	7	6	0	0
5	Morrison, Laura.....	84	93	2	6	0	1
21	O'Brien, Bridget.....	76	96	5	0	0	0
22	Pollock, Clara.....	73	92	4	5	0	5
4	Sandhagen, Mary E.....	85	101	0	0	0	1
15	Stevane, Bertha.....	79	92	8	1	0	1
7	Wagner, Mary L.....	83	100	1	0	0	2
7	Williams, Annie E	83	101	0	0	0	0
11	White, Laura J.....	82	85	4	12	0	0

B 3d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
21	Adler, Bertha	77	96	2	3	2	1	
11	Buckley, Lucy	79	100	0	1	0	1	
18	Beckwith, Maria	79	82	0	19	0	2	
	Bergen, Jennie	Not ex	2	0	99	0	0	Dis. July 1, '74.
10	Burnett, Emma	84	95	0	6	0	1	
27	Bennett, Emily M.	70	97	0	4	2	0	
24	Balken, Louise	74	89	1	11	0	0	
9	Cody, Margaretta	84	96	1	4	0	0	
14	Dennison, Cynthia	80	100	0	1	14	0	
26	Drey, Rosabella	71	100	1	0	1	4	
8	Graham, Louise M.	84	99	0	2	0	0	
1	Hawthorn, Emma	90	101	0	0	0	4	
3	Hatch, Abbie	86	97	0	4	0	0	
22	Hyde, Kate	75	86	1	14	0	4	
25	Jones, Agnes	72	94	3	4	0	0	
2	Kelly, Elizabeth	86	95	0	6	0	5	
11	Loughlan, Ellen	81	98	0	3	0	3	
7	McGonigal, Sarah	85	93	0	8	0	1	
13	Maxwell, Ida	81	96	0	5	0	0	
23	McElhinney, Sarah	75	100	0	1	1	0	
19	Nicholson, Ellen J.	78	96	2	3	0	1	
6	Meary, Mary	86	76	0	25	0	11	
12	Patterson, Aletta	81	82	0	19	0	7	
4	Pell, Carrie H.	86	98	0	3	1	5	
20	Smith, Julia	78	86	0	3	1	5	
	Shandley, Ellen	Not ex	13	0	88	0	1	
16	Taylor, Jennie	79	95	0	6	0	0	
15	Van Tyne, Annie	80	70	0	31	14	0	
5	Wilson, Annie	86	97	0	4	0	0	Left July 1, '74.

C 3d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
13	Biegel, Katie	83	101	0	0	0	0
12	Bradley, Elvina	84	98	1	2	0	0
5	Brockway, Ella	88	101	0	0	0	0
8	Charlton, Laura	87	99	1	1	0	1
2	Coakley, Margaret	90	99	0	2	0	0
	Corsa, Ella	Not ex	95	1	5	1	0
14	Dooner, Lizzie M.	82	99	0	2	1	0
21	Donnellan, Matilda	70	81	4	16	0	0
7	Fowler, Olive	87	97	0	4	0	0
4	Frank, Pauline	88	97	1	3	0	0
10	Hinds, Sarah	85	96	4	1	0	3
19	Jackson, Sarah	76	89	7	5	0	0
11	Johnson, Emma	84	86	5	10	0	0
20	Jacobi, Rebecca	72	83	5	13	0	1
3	Koehler, Bertha	89	100	0	1	0	0
9	Lawrence, Irene	86	95	1	5	0	0
15	Padbury, Lottie	80	65	5	31	0	0
17	Payne, Annie M.	79	96	0	5	0	0
16	Reilly, Rose	79	97	1	3	3	0
	Robinson, Georgie	Not ex	0	101	0	0	0
4	Rooney, Ellen	88	98	3	0	0	0
1	Scott, Annie	93	97	0	4	1	1
18	Stavey, Emma	77	54	2	14	0	0
6	Searle, Florence	87	94	7	0	0	0
22	Skinner, Annie	63	79	7	15	0	0
15	Thistle, Mary	79	92	0	9	0	2
	Wade, Annie	Not ex	24	52	25	0	2

A 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
1	Becker, Emma	89	98	3	0	0	0	
4	Bauer, Lizzie	86	100	1	0	4	0	
15	Byrne, Mary	79	101	0	0	0	0	
25	Bird, Rosetta	74	101	0	0	1	0	
28	Childs, Annie	66	74	27	0	1	0	
	Curry, Jennie	Not ex	29	72	0	0	0	
6	Collins, Mary	85	99	2	0	7	3	
31	Chapman Sarah	64	96	5	0	1	2	
28	Duncan, Kate V	66	84	12	5	0	10	
15	Figuera, Josephine	79	101	0	0	1	0	
4	Hart, Henrietta	86	95	6	0	1	0	
22	Hunt, Fanny	75	99	2	0	0	0	
19	Kenney, Anna	76	101	1	0	4	0	
11	Lobdell, Justina	83	101	0	0	0	0	
6	Lovegrove, Emma	85	96	5	0	0	0	
14	Monk, Ida	80	94	7	0	0	0	
13	Mathews, Denie	81	101	0	0	1	0	
25	McCabe, Theresa	75	100	1	0	0	0	
28	Menair, Elizabeth	66	81	20	0	0	0	
27	Newell, Louise	69	0	0	101	2	0	Dis. Sept. 7, '74
18	Napier, Addie	77	100	1	0	0	0	
17	O'Connell Kate	78	100	1	0	3	1	
11	Parsons, Kate A.	83	69	32	0	4	0	
3	Reese, Joanna	87	101	0	0	1	0	
2	Rothschild, Hattie	88	97	4	0	0	0	
9	Redfield, Amelia K	84	97	4	0	3	0	
	Reynolds, Ida	Not ex	21	80	0	0	0	
9	Scruton, Mary	84	101	0	0	0	0	
6	Sayles, Corrie	85	101	0	0	1	0	
22	Tracy, Katie	75	101	0	0	0	0	
	Tranique, Estelle	Not ex	0	0	101	0	0	Dis. Sept. 7, '74
	Walsh, Nellie	Not ex	0	0	101	0	0	" "
19	Wiegand, Sophie	76	98	2	0	0	0	
19	Wood, Ida	76	94	0	7	2	0	
22	Yale, Maria	75	98	2	0	0	0	

B 2d

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
21	Blaney, Mary	76	79	17	5	0	0
15	Clift, Martha	79	101	0	0	0	0
4	Cook, Mary	88	90	7	4	0	0
9	Campbell, Margaret	84	99	2	0	0	2
10	Carter, Helen	83	97	1	3	0	0
7	Cunningham, Henrietta	85	101	0	0	0	0
21	Conboy, Frances	76	100	1	0	0	0
30	Carroll, Mary	71	82	11	8	0	0
34	Cunningham, Josie	67	99	1	1	0	2
	Evans, Augusta	Not ex	0	101	0	0	0
7	Edward, Margaret	85	100	0	1	0	0
25	Eddy, Adeline	75	101	0	0	0	0
15	Guy, Margaret	79	90	8	3	0	0
12	Goetze, Jane	81	94	4	3	0	3
18	Gray, Ella	78	75	3	23	0	0
3	Jarvis, Mary	91	95	5	1	0	1
1	Klauser, Emma	97	100	1	0	0	0
25	McGlynn, Mary	75	98	1	2	0	3
18	Mannion, Annie	78	94	0	7	0	4
33	Malion, Rosanna	70	98	0	3	0	11
10	Monks, Jane	83	89	8	4	0	0
	McGrath Frances	Not ex	0	101	0	0	0
25	Monks, Mary	75	99	0	2	0	0
2	Pitkin, Caroline	95	100	0	1	0	0
34	Peterson, Sarah	67	83	8	10	0	3
25	Perley, Caroline	75	98	3	0	0	0
5	Rankin, Ella	87	101	0	0	0	0
37	Skinner, Minnie	54	84	6	11	0	0
20	Smith, Margaret	77	97	1	3	0	9
34	Simpkins, Melinda	67	84	10	7	0	5
15	Smith, Jessie	79	100	0	1	0	0
28	Stephens, Jane	73	97	0	4	0	0
30	Palmer, Isabelle	71	101	0	0	0	0
21	Van Wart, Louisa	76	96	2	3	0	0
30	Wolf, Blanche	71	94	5	2	0	0
12	Whitney, Ida	81	100	1	0	0	0
12	Wolfsbruck, Nettie	81	100	1	0	0	5
5	Woodgate, Jane	87	101	0	0	0	0
21	Zuckerman, Rose	76	98	1	2	0	3

C 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No of times late excused.	No. of times late unexcused.	
30	Brady, Annie	66	90	11	0	0	0	
32	Brophy, Jane	64	69	32	0	2	2	
	Cant, Jemima	Not ex	83	18	0	0	0	
28	Chatony, Marie	70	66	35	0	2	1	
18	Corrigan, Sarah	79	101	0	0	0	3	
10	Cullen, Margaret	84	101	0	0	0	0	
10	Funk, Theresa	84	98	3	0	0	0	
10	Fernandez, Julia	84	99	2	0	0	2	
1	Gerlitz, Henrietta	93	101	0	0	0	0	
27	Gugenheim, Bella	75	96	5	0	0	0	
24	Highet, Ella	75	93	8	0	0	0	
31	Howie, Elizabeth	65	99	2	0	0	0	Left July 1, 7
24	Hayes, Hannah	75	101	0	0	0	16	
4	Herriet, Hebe	90	100	1	0	0	0	
3	Horn, Emma J	91	101	0	0	0	0	
21	Leddy, Elizabeth	77	101	0	0	3	0	
21	Laird, Maria	77	99	2	0	2	0	
7	Levie, Eugenia	87	99	2	0	1	0	
10	Loch, Joanna	84	101	0	0	2	7	
	McGovern, Maria	Not ex	0	0	101	0	0	
20	McConville, Alice	78	101	0	0	0	0	
8	Madden, Mary	85	100	1	0	1	1	
5	Nicholson, Sarah	89	92	9	0	0	0	
29	O'Connor, Theresa	67	96	5	0	0	2	
	Ryan, Anna	Not ex	0	0	101	0	0	Dis. Sept. 7, 7
5	Ralph, Mary J	89	101	0	0	0	0	
21	Steinert, Pauline	77	84	17	0	1	1	
16	Sutliffe, Margaret	80	98	3	0	0	2	
14	Schaeffer, Louise	82	99	2	0	0	0	
1	Serre, Felicie	93	100	1	0	0	0	
	Stephenson, Garolyn	Not ex	Leave	of	Abs.			
18	Wallis, Anna	79	100	1	0	2	0	
24	Wagner, Louise	75	100	1	0	0	0	
8	Ward, Eva M	85	101	0	0	0	0	
16	Woelfler, Rosa	80	72	29	0	0	0	
14	Young, Catharine	82	90	11	0	0	0	

D 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
29	Arnold, Carrie	78	100	1	0	0	0	
25	Buzby, Ella	81	100	0	1	0	0	
29	Baldwin, Martha	78	101	0	0	0	0	
22	Bergen, Mary C	81	93	8	0	2	0	
10	Blake, Katherine	87	96	4	1	3	1	
	Brett, Florence	Not ex	67	4	7	2	1	Left July 1, '74.
1	Brush, Lily	94	101	0	0	0	3	
19	Brown, Carrie	82	91	10	0	2	0	
5	Browne, Susie	89	101	0	0	0	0	
45	Brady, Elizabeth	62	91	3	7	1	1	
13	Crawford, Stella	84	101	0	0	0	0	
16	Cone, Nellie	83	101	0	0	0	0	
29	Donohue, Hannah	78	92	7	2	1	4	
36	Donaldson, Adelaide	75	93	5	3	1	0	
6	Davidson, Harriet	88	100	0	1	1	0	
4	Drummond, Catherine	89	90	3	0	2	0	
33	Dean, Margaret	77	91	8	2	0	0	
3	Eldridge, Jane	91	98	2	1	0	0	
22	Elkus, Adelaide	81	88	5	3	0	0	
44	Elkus, Eva	62	91	2	3	1	0	Left July 1, '74.
21	Flanders, Kate	82	0	0	101	0	0	Dis. Sept. 7, '74.
21	Fessenden, Caroline	81	101	0	0	0	0	
2	Gutman, Leonore	92	99	0	2	1	0	Left July 1, '74.
19	Gallagher, Mary	82	88	13	0	0	0	
43	Hays, Rebecca	67	87	10	4	0	1	
11	Hickok, Lottie	87	99	0	2	0	0	
14	Holmes, Hattie	84	101	0	0	0	0	
31	Hillier, Florence	77	98	1	2	0	0	
40	Hirst, Elizabeth	72	96	5	0	0	0	
36	Keogh, Margaret	75	101	0	0	0	5	
36	Kessler, Annie	75	101	0	0	0	0	
17	Lounsbery, Margaret	83	98	1	2	1	1	
33	Masson, Hyacinth	77	100	0	1	0	0	
18	Muir, Margaret	82	101	0	0	0	0	
28	Marcus, Herbert	80	101	0	0	0	0	
12	Mackey, Annie	85	99	1	1	0	0	
15	Marbon, Lizzie	84	91	4	1	6	0	Left July 1, '74.
9	Minelli, Adrienne	87	92	7	2	0	1	
26	Minelli, America	81	96	2	3	0	1	Left July 1, '74.
29	Partridge, Idell	78	101	0	0	0	0	
27	Robin, Adell	81	99	2	0	1	0	
41	Reed, Phebe	70	100	0	1	1	1	
42	Rassmann, Minnie	68	90	2	9	0	1	
	Rossman, Mary	Not ex	11	0	90	0	0	
7	Saunders, Adele	88	101	0	0	0	0	
8	Stein, Flora	88	98	3	0	0	0	
36	White, Margaret	75	101	0	0	2	0	Left July 1, '74.

E 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
38	Atkinson, Mary N	77	89	12	0	0	1	
35	Adams, Jennie	78	100½	½	0	0	2	
28	Brigham, Flora A	80	101	0	0	0	0	
38	Bu ce, Florence	77	88	6	7	0	2	
	Buck, Beila B	Not ex	84	17	0	0	0	
11	Cole, Ida A	90	99	2	0	0	1	
22	Cuthell, Annie	85	101	0	0	0	0	
35	Day, Annie	78	101	0	0	0	0	
18	Davis, Helena	87	101	0	0	0	0	
15	Dea ing, Mary	89	73	11	7	3	2	
4	Devoe, Eloise	94	100½	½	0	0	0	
40	Dias, Annie	76	101	0	0	0	5	
43	Dole, Frances	73	88½	12½	0	0	0	
1	Eiche, Julia	96	101	0	0	0	1	
1	Endicott, Marcia	96	100	1	0	0	0	
40	Fuller, Anna A	76	94½	6½	0	0	0	
15	Fuller, Alma A	89	92	9	0	0	0	
32	Giles, Alice M	79	88	6	7	0	0	
32	Gragg, Emma R	79	57	44	0	0	0	
11	Honigman, Henrietta	90	96	4	1	0	0	
44	Hudson, Ella	73	87	7	7	0	0	
28	Irwin, Alberta	80	100	1	0	0	0	
22	Knoepfel, Ada M	85	100	1	0	0	0	
35	Laird, Elizabeth	78	99	0	2	0	0	
26	Langstroth, Ella	84	101	0	0	0	0	
32	Lawton, Alicia	79	96	2	3	0	0	
4	Mason, Virginia	94	100	1	0	2	2	
	More, Mary	Not ex	90	3	8	0	0	Left July 1, 7
42	McGay Mary A	75	100	1	0	0	0	
21	McLaughlin, Margaret	85	90	7	4	0	0	
9	Neeley, Margaret	91	96	4	0	1	0	
28	Paulon, Angeline	80	101	0	0	2	0	
11	Pond, Anna N	90	86	15	0	0	0	
7	Purdy, Hannah	94	101	0	0	0	0	
	Requa, Ella	Not ex	71½	39½	0	0	0	
27	Ross, Ella	83	99	2	0	1	0	
18	Rogers, Ella	87	88	0	3	1	0	
18	Rossman, Lizzie	87	100	1	0	0	0	
28	Stevens, Mary	80	59	4	0	0	0	
22	Sears, Gertrude	85	87	3	1	0	2	
7	Smith, Ida	93	101	0	0	0	0	
4	Smith Marion	94	94	3	4	0	1	
1	Toscano, Asuncion	96	93½	4½	3	0	0	
17	Vergnes, Pauline	88	100	1	0	1	0	
11	Wilson, Carrie	90	101	0	0	0	1	
9	Wilson, Ella	91	96	1	4	0	0	
18	White, May	87	95	6	0	1	0	

F 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
31	Barnaby, Stella A.	82	91	10	0	3	0	
26	Becker, Bella E.	84	98	3	0	2	0	
11	Burrows, Annie E.	92	101	0	0	0	0	
6	Byrnes, Maggie	94	99	2	0	1	0	
19	Carley, Katie C.	88	101	0	0	1	0	
4	Cassidy, Annie J.	95	100	1	0	0	0	
12	Cohen, Lilly	91	101	0	0	0	0	
2	Conklin, Ellie L.	95	99	2	0	2	0	
37	Donnelly, Ellie A.	78	99	2	0	0	0	
41	Emery, Ella	75	90	11	0	0	0	
18	Foster, Fannie	89	97	4	0	0	0	
43	Fowler, Rose	73	100	1	0	0	0	
23	Friend, Bella	88	100	1	0	0	0	
1	Frost, Eleanor	96	101	0	0	0	0	
39	Gillis, Jennie M.	76	90	11	0	0	0	Left July 1, '74.
27	Griffith, Mattie	83	100	0	0	0	0	
8	Hagemeyer, Louisa	92	101	0	0	0	0	
15	Haines, Amelia	91	95	4	0	1	0	
10	Hamilton, Clara	92	101	0	0	0	0	
20	Hamilton, Elizabeth	88	101	0	0	0	0	
41	Harrison, Almira C.	75	101	0	0	0	0	
32	Hawley, Eva C.	82	96	5	0	1	0	
25	Healy, Mary A.	85	101	0	0	0	0	
5	Hirsch, Jennie L.	94	0	0	101	0	0	
	Hoffman, Virginia	Not ex	65	7	7	0	0	
7	Kirk, Ella J	93	101	0	0	1	0	
36	Kleinert, Deborah	80	96	5	0	3	3	
9	Kyle, Jeanette	92	101	0	0	0	0	
12	Lay, Louise R.	91	99	2	2	0	0	
20	Levy, Jessie	88	98	3	3	0	0	Left July 1, '74.
15	Lohsen, Anna	91	101	0	0	0	0	
35	Longo, Emma	80	81	10	10	0	0	
44	Markey, Frances	64	87	17	0	0	0	
12	McIlroy, Mary E.	91	101	0	0	0	0	
29	Nicholson, Alice	82	94	7	0	0	0	
30	North, Ella	82	100	1	0	0	0	
2	Ochs, Isabel	95	101	0	0	0	0	Left July 1, '74.
38	Pike, Jennie	76	96	5	0	0	0	" "
21	Popper, Laura	88	101	0	0	0	0	
24	Stork, Laura	86	101	0	0	0	0	
33	Thomas, Jennie	82	100	1	0	0	0	
34	Thompson, Martha	81	97	4	0	0	0	
17	Vail, Florence	89	99	2	0	0	0	
27	Ward, Carrie	83	97	4	0	0	0	
40	Wood, Agnes	76	99	2	0	0	0	

G 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
19	Albro, Wealthy	80	94	0	7	0	1	
26	Adair, Laura	78	93	0	8	0	1	
5	Blake, Bessie	89	96	5	0	0	0	
16	Butler, Mary	81	100	0	1	0	4	
32	Campbell, Jennie	76	97	3	1	1	0	
40	Carroll, Annie	71	90	0	11	0	8	
24	Carlin, Lottie	79	90	1	10	0	1	
15	Concklin, Kate	82	95	0	6	1	2	
29	Dwyer, Catharine	77	90	1	10	1	23	
	Fisher, Nellie	Not ex	41	58	2	1	0	
34	Flohr, Isabella	76	86	3	12	1	8	
30	Forsyth, Addie	77	98	0	3	0	0	
27	Halliday, Minnie	78	101	0	0	1	6	
17	Haas, Amelia	81	98	3	0	0	0	
20	Hale, Marion	80	94	5	2	0	0	
37	Hughes, Maggie	74	99	1	1	1	0	
	Harper, Minnie	Not ex	0	101	0	0	0	
10	Kraemer, Pauline	84	98	2	1	0	1	
	Kearing, Sarah	Not ex	95	4	2	0	2	
4	Kinselli, Lizzie	89	94	3	4	0	9	
7	Ledere, Lillie	87	95	6	0	0	0	
39	Lawler, Mary	72	100	0	1	0	0	
12	Lynch, Jennie	82	101	0	0	1	0	
11	Maynan, Anna	83	93	6	2	0	1	
1	Miner, Clara	94	96	0	5	0	1	
14	Midgley, Kittie	82	86	0	15	0	6	
	Maynard, Eva	Not ex	0	0	101	0	0	Dis. Sept. 7, '74.
28	Matear, Mary	77	90	11	0	1	3	
25	McCauley, Anna	79	94	0	7	0	0	
21	Murray, Christine	80	85	5	11	0	3	
9	Muir, Mary	85	97	3	1	1	1	
23	Nistle, Fannie	79	87	4	10	0	0	
	Reed, Henrietta	Not ex	34	67	2	0	0	
	Robeson, Istalina	Not ex	26	2	73	0	0	Left July 1, '74.
13	Rich Sarah	82	97	0	4	0	1	
2	Sudlow, Mattie A	92	81	14	6	0	0	
3	Smith Jennie	89	101	0	0	0	2	
6	Stillwell, Orvetta	88	101	0	0	0	3	
8	Smith, Lizzie	86	98	0	3	0	0	
21	Smith, Libbie	80	84	5	12	0	1	
38	Sullivan, Margaret	74	101	0	0	0	4	
18	Wood Oletta	81	101	0	0	2	0	
31	Wallenstein, Hattie	76	93	0	4	0	1	
41	Webster, Annie Ida	63	90	0	11	0	12	
36	Woolley, Addie	74	91	2	8	1	1	
35	Whitley, Matilda	75	100	0	1	2	1	

A 1st.

Class Standing.	NAME.	Average Scholarship	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
7	Ashfield, Mary A	83	84	0	1	0	0	
3	Bodley, Hattie	87	94	0	1	0	0	
22	Casey, Annie	65	65	1	35	0	5	
	Croft, Eva	Not ex	0	101	0	0	0	
	Cahill, Kate C	Not ex	42	3	56	0	1	
9	Despenville, Marie	82	101	0	0	0	0	
18	Doody, Maggie	70	90	1	10	0	1	
	Frazee, Matilda	Not ex	0	101	0	0	0	
11	Fogel, Jennie	80	95	5	1	0	0	
19	Fowler, Maggie	69	94	2	5	2	0	
25	Gaw, Lizzie	60	80	17	4	0	3	
3	Hoogs, Grace	87	92	4	5	3	2	
	Hart, Lizzie	Not ex	95	1	5	1	2	
6	Hazel, Jennie	85	97	0	4	2	3	
21	Heath, Love	65	92	0	9	0	1	
	Hull, Sarah	Not ex	75	1	25	1	0	
14	Hendren, Mary	77	99	2	0	0	0	
	Hiller, Anna	Not ex	0	101	0	0	0	
8	Lanigan, Ann E	82	93	0	8	1	0	
12	Lankton, Kate	78	69	10	22	2	4	
5	Mirick, Amy	87	97	1	3	0	0	
20	McGrath, Loretta	66	79	0	22	1	2	
23	McClusky, Maggie	63	77	0	24	0	3	
25	Neylon, Mary	61	95	0	6	0	1	
2	McMannus, Jane	78	89	0	12	1	0	
12	Morris, Eva	78	98	1	2	0	0	
15	Otis, Mary T	76	85	6	9	0	0	
10	Reeves, Carrie	80	77	13	11	0	2	
	Searles, Lizzie	Not ex	67	1	10	0	0	Left July 1, '74.
8	Smith, Della	82	95	0	6	0	0	
	Spiers, Josephine	Not ex	0	0	101	0	0	Dis. Sept. 7, '74.
17	Trevers, Anna	73	85	0	16	0	7	
1	Talbert, Claribel	94	93	3	5	0	0	
16	Wilson, Emma	75	81	6	14	0	0	
	York, Lulu	Not ex	21	80	0	0	0	

B 1st.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
9	Allason, Clara	82	93	7	1	0	4	
	Barry, Joanna	Not ex	0	0	101	0	0	Dis. Sept. 7, 74.
9	Collins, Alice L	82	98	2	1	0	0	
28	Coddington, Rachel	65	100	0	1	0	1	
14	Du Bois, Elvira M	78	89	9	3	0	8	
23	Dagnia, Elizabeth A	70	94	0	7	0	7	
20	Duggan, Elizabeth A	75	86	0	15	0	5	
5	Eisenring, Caroline	85	100	1	0	0	1	
14	Fenner, Allie	78	83	1	17	0	0	Left June 26, 74.
24	Finley, Margaret E	75	85	1	15	0	0	
14	Fulmer, Christina	78	97	1	3	0	0	
2	Grout, Cornelia S	87	100	0	1	0	0	
29	Green, Ella F	55	88	0	13	0	0	
	Hammill, Sarah	Not ex	0	0	101	0	0	Dis. Sept. 7, 74.
20	Jones, Annie E	75	97	0	4	0	0	
3	Jenkisson, Isabella	86	91	0	10	61	0	
1	Kennedy, Charlotte	89	98	0	3	0	2	
3	Lewis, Marion	86	91	3	7	0	0	
20	Mossman, Christina	75	99	0	2	0	3	
11	Morrison, Isabel	80	93	0	8	0	3	
5	Minnerly, Mary E	85	88	6	7	0	0	Left July 1, 74.
14	Oppenheim, Josie M	78	89	11	1	0	0	
14	Robinson, Mary H	78	96	0	5	0	2	
27	Ridgeley, Caroline	69	97	0	4	0	0	
7	Smith, Anna	84	100	0	1	0	0	
14	Schubart Louise	78	94	0	7	1	2	
24	Sadlier, Charlotte	75	71½	5½	24	2	4	
13	Valentine, Agnes	79	91½	½	9	3	0	
27	Wilkinson, Anna L	66	95½	½	5	0	0	
8	Wilkinson, Francis E	83	95½	4½	2	0	0	
11	Woodbury, Martha E	80	77	11	13	0	8	
	Wood, Alice	Not ex	32	0	69	0	0	

C 1st

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
19	Adler, Belle	78	93	7	1	1	8	
15	Aylward, Mary	81	100	1	0	0	1	
3	Barry, Adelaide	89	97	0	4	0	0	
8	Branch, Mary	86	99	1	1	1	0	
22	Burns, Sarah	76	80	19	2	1	4	
33	Carlin, Lizzie	64	93	1	7	0	0	
	Cantwell, Mary	Not ex	0	0	101	0	0	Dis. Sept. 7, '74.
	Connell, Mary	Not ex	26	0	75	0	0	Left July 1, '74.
32	Crawford, Kate	66	96	2	3	1	4	
18	Cronk, Margery	79	97	0	4	0	0	
5	Denzer, Minnie	88	100	1	0	0	0	
7	Donahue, Nellie	86	90	5	6	2	7	
10	Dougherty, Kate	85	91	1	9	0	0	
16	Dugan, Julia	81	98	1	2	1	9	
23	Eccles, Frances	76	101	0	0	2	0	
	Fitzgerald, Mary	Not ex	3	0	98	0	0	Dis. Sept. 7, '74.
2	Galligan, Nellie	89	99	0	2	0	0	
9	Gordon, Belle	86	97	0	4	0	0	
4	Greer, Sarah	88	94	5	2	0	1	
	Hennessy, Alice	Not ex	0	0	101	0	0	Dis. Sept. 7, '74.
11	Hartigan, Annie	85	94	7	0	0	0	
1	Haslett, Lillie	90	93	0	0	0	0	
27	Hayes, Ella	72	100	0	1	0	0	
6	Hughes, Kate	87	97	4	0	0	0	
	Lynch, Sarah	Not ex	7	0	94	0	0	Dis. Sept. 7, '74.
31	Lindberg, Martha	68	94	0	7	1	5	
24	Marston, Jennie	75	90	6	5	0	1	
20	McGrane, Alice	77	97	0	4	1	24	
27	McGowan, Kate	72	70	3	0	0	4	
28	Moore, Cecelia	72	99	0	2	0	2	
34	Morrissey, Lizzie	59	85	2	14	0	1	
25	Michael, Rachel	75	96	4	1	1	0	
29	O'Leary, Anna	70	97	1	3	0	2	
12	Palmatier, Emma	85	95	0	6	0	2	
21	Purdy, Alida	77	101	0	0	0	0	
30	Robinson, Hattie	69	73	3	31	1	2	
13	Saunders, Hattie	84	98	0	3	0	2	
14	Southwick, Hattie	83	94	0	7	14	2	
17	Wetteran, Lizzie	81	94	0	7	0	0	

D 1st.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. o Days Absent unexcused	No. of mes late excused.	No. of times late unexcused.	
7	Balch, Anna M.	86	62	39	0	0	0	
8	Belter, Josephine	84	91	1	9	0	0	
3	Byrne, Isabella G	91	89	0	12	1	1	
22	Clark, Lottie L	76	79	0	22	0	7	
17	Caragher, Sarah	79	100	0	1	0	0	
21	Clooney, Mary E	77	95	0	6	1	1	
4	Cooper, Cornelia	89	93	0	8	0	1	
	Donaldson, Belle	Not ex	1	0	100	0	0	Dis. Sept 1, 7
23	Degez, Martha	75	92	0	9	0	2	
23	Dillon, Mary	75	101	0	0	0	1	
11	Eames, Sarah A	82	100	0	1	0	2	
18	Fitzsimmons, Annie S	78	99	0	2	1	12	
1	Flynn, Mary E	95	99	0	2	0	0	
	Golden, Agnes	Not ex	46	0	55	0	5	Left July 1, 7
14	Gwynne, Eva L	80	96	1	4	0	2	
23	Jennette, Mary L	75	96	2	3	0	22	
11	Lane, Marilla F	82	100	1	0	0	0	
14	Liebers, Sarah	81	101	0	0	0	14	
29	Lonargan, Ellen C	60	97	1	3	2	17	
27	Lester, Adell C	74	71	9	21	1	0	
10	McMulkin, Matilda	83	101	0	0	0	0	
18	Pangburn, Sarah E	78	89	0	12	1	4	
12	Roylance, Fannie	81	100	0	1	0	0	
	Strachan, Nellie	Not ex	66	1	34	0	1	
6	Seeley, Hattie E	87	94	3	4	0	1	
14	Scott, Frances	80	99	0	2	1	4	
2	Squires, Emily O	92	93	0	8	0	1	
	Seaman, Ida	Not ex	26	22	53	0	0	
	Stirk, Minnie K	Not ex	50	0	51	0	0	
18	Twiname, Maggie	79	89	0	12	0	0	
4	Utley, Anna	89	91	2	8	1	0	
23	Vermilyea, Mary	75	100	0	1	0	0	
8	Wing, Clara L	83	77	6	18	1	3	
28	Zeltner, Matilda	65	98	1	2	0	0	

ADMISSIONS TO THE NORMAL COLLEGE, JUNE, 1874.

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
45	Salingre, Carrie	97	47	Wardwell, Helen	93
45	Tuthill, Ida	97	47	Hobart, Clara C	93
			48	Wade, Mary	93
			50	Terry, Sarah	93
46	Pettingell, Louise	96	50	Sullivan, Bella	93
50	Groth, Lizzie	96	37	Cramer, Anna	93
50	Rhoades, Lizzie	96	45	Carmick, Annie	93
39	Doubleday, Sadie	96	45	Strasburger, Evelyn	93
53	Geraghty, Annie E	96			
45	Robert, Amelia	96			
			64	Haviland, Anna	92
			56	Orton, Isabelle	92
63	Clarke, Susie E	95	17	Lowenthall, Annie	92
49	Pfenning, Amelia	95	47	Parsons, Minnie	92
56	Gibson, Fannie	95	47	Pitts, Nina	92
50	Erdman, Fannie	95	47	Bernheim, Carrie	92
50	Weigert, Addie	95	47	Fox, Augusta	92
47	Field, Ella	95	47	Hofer, Lizzie	92
47	Julien, Theresa	95	47	Locke, Addie	92
47	Allen, Edna	95	47	Cuyler, Julia	92
41	Favor, Ida Louise	95	47	Boak, Julia	92
63	Hamilton, Caroline	95	47	Jones, Clara	92
13	Cummings, Mary	95	41	Gould, Sarah	92
50	Davega, Amanda	95	41	Crommelin, Jennie	92
50	Monroe, Belle	95	56	Whitley, Charlotte	92
53	Geraghty, Amelia	95	59	King, Manuela	92
45	Latimer, Kittie	95	56	Ullman, Jennie	92
45	Weiler, Jeannette	95	50	Pickman, Bessie E	92
			53	McGrath, Mary C	92
			53	Holly, Evelyn A	92
50	Stonehill, Cecelia	94	45	Bragg, Louise	92
47	Prince, Addie	94			
47	Brooks, Addie	94			
50	Flynn, Carrie	94	63	Behrens, Emily A	91
53	Mahoney, Frances M	94	47	Van Kleeck, Mary L	91
45	Roome, Belle	94	47	Lee, Nettie	91
49	Woodward, Ella	94	47	Withington, Annie L	91
			41	Bogert, Emma	91
			56	Bruce, Eva J	91
55	Hagen, Mary	93	48	Daw, Jessie	91
47	Whitmore, Jessie	93	50	Reick, Jessie	91
47	Clay, Edwina	93	50	Sullivan, Helen	91
47	Richardson, Louise	93	39	Hendrick, Leonore	91

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
10	Kagel, Meta	91	34	Taylor, Susie B	89
45	Donnelly, Maggie E	91	53	Ahrensbeumer, Helen	89
45	Van Dyck, Cassie L	91	53	Belton, Alice	89
56	Hoyt, Nancy H	91	49	Goldstein, Bella	89
			10	Delaporte, Louise K	89
			19	Doig, Rebecca	89
46	McAllister, Annie	90	2	Bunce, Mary	89
47	Talbot, Mary	90	56	Winans, Margaret E	89
47	Cole, Julia F	90	47	Chellborg, Ida	89
47	Stone, Josephine	90			
47	Lazarus, Alice E	90			
41	Wetherbee, Adella	90	46	Newton, Libbie	88
59	Buttenweiser, Sophia	90	47	Brown, Mary	88
56	Smith, Carrie L	90	47	Imlay, Kate	88
56	Putnam, Anna E	90	47	Stix, Zillah	88
17	Johnston, Barbara	90	47	Solomon, Florence	88
14	Deisher, Kate H	90	47	Jacoby, Sophie	88
50	Fridenberg, Phebe H	90	47	Butts, Bena	88
50	Davidson, Emily E	90	59	Levy, Barbara	88
50	Stonehill, Gloriana	90	63	O'Neil, Julia J	88
50	Lyon, Rebecca	90	56	Tugwell, Isabella F	88
39	McCulloch, Ida	90	44	Jurges, Marvine	88
37	Kellett, Jennie	90	50	Cassidy, Maria F	88
53	Kelly, Emma S	90	50	Whitefield, Mamie	88
18	Mason, Sarah E	90	39	Smith, Emily L	88
56	Allason, Martha N	90	37	Rück, Hattie	88
56	Wynne, Mary A	90	53	McGiveny, Margaret	88
45	Taylor, Hannah L	90	53	Frost, Deborah Ann	88
3	Ward, Rosa I	90	49	Hallanan, Sadie A	88
3	Treaner, Minnie	90	19	Robinson, Annie	88
33	Fallon, Elizabeth R	90	19	Carroll, Katie	88
			20	Kelsch, Addie A	88
			20	Pollack, Carrie	88
47	Ford, Bella	89	20	Knipe, Jennie	88
47	Lloyd, Carrie A	89	14	Murphy, Kate	88
47	Smith, Mary	89			
47	Phinney, Mamie	89			
47	Steurer, Katie	89	56	Rouse, Corwina	87
41	McComb, Lizzie M	89	37	Borman, Emma	87
59	Richman, Bertha	89	46	Gardner, Lizzie P	87
59	Hollerith, Fannie	89	50	Riley, Annie, C	87
63	Smith, Emily P	89	47	Glassford, Jennie	87
48	O'Neil, Susie	89	47	Leon, Henrietta	87
50	Reilly, Katie L	89	12	Dunn, Kate	87
50	Boak, Ettie S	89	56	Quigley, Kate M	87
50	Fitzgerald, Ella	89	56	Burtis, Susie A	87

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
48	Sayles, Mary	87	37	Guince, Mary	86
48	Reed, Belle	87	53	Schiele, Virginia	86
48	Nurse, Hattie	87	17	Stanley, Pauline	86
48	Kaufman, Pauline	87	49	Murphy, Mary A	86
56	Higgins, Josephine B.	87	45	Dye, Helen V	86
50	Mathews, Maggie	87	4	Tyler, Florence N	86
50	Henry, Eva	87			
50	Babcock, Camilla	87			
37	Baum, Rebecca	87	34	Gardner, Ella	85
37	Hiscox, Ella	87	1	Roche, Kate	85
37	Ford, Katie	87	47	Lathrop, Jessie	85
53	Kamak, Flora	87	47	Blanck, Ettie	85
53	Opper, Laura L.	87	47	Doane, Frankie	85
53	Gwynne, Olive B.	87	41	Anderson, Minnie	85
10	Hollis, Emma L.	87	59	Nauert, Annie	85
10	Mumford, Dora F.	87	59	Jones, Minnie	85
17	Redding, Estelle F.	87	17	Kapp, Josephine	85
17	Murray, Josephine	87	17	Robinson. Anna M.	85
19	Ralph, Hannah	87	17	Schwab, Bessie	85
19	Farley, Emma	87	59	Gildersleeve, Emma	85
2	Lewis, Dora	87	14	Vail, Julia A	85
37	Merritt, Edith	87	50	Baker, Mary E.	85
20	Cleator, Alice	87	39	O'Brien, Maggie	85
33	Farrington, Julia E.	87	39	Silliman, Annie E.	85
18	Peckwell, Julia	87	63	Carpenter, Laura A.	85
			53	Metzger, Mary	85
			53	Neuberger, Sophia J.	85
19	Kuster, Emma	86	53	Lindheim, Helen J.	85
64	De Voe, Emma	86	53	Buscall, Kate R.	85
37	Manning, Julia	86	10	Coleman, Clara P.	85
50	Nicholson, Mary E.	86	19	Todd, Annie	85
47	Hedden, Frankie M.	86	2	Albers, Ida N.	85
47	Densmore, Florence	86	9	Martin, Emma L.	85
47	Hedden, Hattie	86	49	Lindeman, Juliette V.	85
47	Griffith, Katie	86	45	Rich, Katie	85
41	Soper, Belle G.	86	45	Robert, Belle M.	85
59	Leahy, Mary	86	45	Wooley, Mamie	85
17	Nicholson, Agnes N.	86	3	Ryno, Hannah	85
59	Larremore, Nellie	86	3	Terhune, Mary L.	85
56	Gasherie, Sarah J.	86	33	Lloyd, Elizabeth M.	85
48	Hanbury, Ella	86			
48	Wier, Hattie	86			
56	Kelly, Mary E.	86	47	Bryant, Mary	84
14	Cheesman, Phebe E.	86	47	Spedden, Blanche	84
50	Hammill, Sarah A.	86	41	Webster, Kittie C.	84
50	Bansher, Louise H.	86	12	Ivans, Emma	84

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
48	McCullum, Maggie.....	84	7	Husted, Frankie C.....	83
48	Clark, Maggie..... ...	84	18	Barry, Agnes	83
48	Wilson, Mattie.....	84			
59	Barue, Emma.....	84			
44	Bowker, Henrietta J....	84	37	McCarthy, Mary.....	82
44	Bellman, Agnes.....	84	41	McGau, Agnes N... ...	82
33	Farlow, Mary..... ...	84	41	Smith, Carrie.....	82
50	Martin, Cora H.	84	41	Fields, Lizzie..... ..	82
50	Frankenheimer, Estelle.	84	39	Stevens, Emma..... ..	82
50	Cregin, Rufina A.....	84	12	Fitzgerald, Katie... ..	82
50	Munson, Mattie.....	84	17	Culgin, Jennie E.....	82
50	Schindler, Marie.....	84	22	Vollman, Bella.....	82
61	Sinclair, Nellie C.....	84	14	Greenfield, Rosa.....	82
34	Smith, Emily C.....	84	50	Schenck, Louise.....	82
53	Griffith, Josephine F...	84	39	Tremper, Carrie.....	82
17	Murray, Nellie C.....	84	37	Chapman, Lizzie.....	82
20	Jacobs, Rosa.....	84	17	De Freece, Zipporah....	82
49	Strouse, Sarah.....	84	34	Rutter, Mary E.....	82
	Boole, Julia....	84	9	Thatcher, Annie	82
56	Doake, Agnes M.....	84	3	Ketch, Cora.....	82
20	Houtman, Mary G.....	84	7	Lichtenstein, Pauline...	82
20	Sacher, Laura.....	84	33	Montrose, Estelle.. ...	82
20	Clegg, Emma.....	84			
33	Deyo, Emma.....	84			
			10	Quiot, Matilda K.....	81
			60	Raleigh, Mary.....	81
41	Finch, Mamie L.....	83	46	Quigg, Mary E....	81
41	See, Adelaide..... ...	83	50	Richter, Mary.....	81
42	Carey, Ella F	83	41	Lawton, Mary E.....	81
17	Brown, Almira.....	83	59	Flannery, Delia.....	81
63	Baker, Mary E....	83	43	Haight, Emma E.....	81
23	Duane, Maggie..... ...	83	13	McLaughlin, Mary A...	81
44	Hyland, Katie.....	83	48	Woods, Ruth.....	81
53	Holly, Julia E.....	83	48	Hamilton, Henrietta....	81
34	Hornstein, Nellie N.....	83	14	Brown, Carrie J.....	81
18	O'Donnell, Katie.....	83	33	Shires, Georgiana.....	81
49	Ferguson, Minnie.....	83	63	Huddleston, Henrietta..	81
19	Thomas, Lillie.....	83	39	Grant, Helen C.....	81
19	Brandt, Emma..... ...	83	37	Jones, Lizzie..... ...	81
9	Armstrong, Lilia K....	83	10	Gardner, Lucy A.	81
49	McDonough, Anna M...	83	10	Colburn, Katie L.....	81
49	Birdsall, Eliza....	83	49	Dobson, Kate G.....	81
53	Green, Catharine.....	83	2	Conrad, Matilda.....	81
3	Hunter, Louisa E.....	83	49	Alcott, Laura F.....	81
45	Frank, Flora.....	83	49	Burno, Matiida.....	81
3	Ackerman, Eugenia S..	83	17	Whitely, Emma.	81

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
17	Coddington, Jennie....	81	17	Birmingham, Jennie....	79
3	Rigby, Lizzie J.....	81	17	Stein, Emma.....	79
3	Conway, Ida F.....	81	23	Duane, Mary Ellen.....	79
7	Bebington, Mary J... .	81	14	Quidor, Ida Augusta...	79
33	Dawson, Rosanna.....	81	39	De Nyse, Ada.....	79
			39	Murray, Ellie J.....	79
			61	Vandervoort, Sarah F..	79
59	Leahy, Kate.....	80	17	Masters. Maggie	79
3	Renne, Helena..... ..	80	17	Allen, Katheleen K.....	79
33	Quinn, Catharine.... ..	80	9	Hamilton, Eugenia.....	79
36	Divine, Amelia	80	33	Farrell, Margaret.. ..	79
42	Plumb, Susie R.....	80	56	Grant, Emma.....	79
41	Steinhauser, Lulu.....	80	45	Perine, Anna.....	79
59	Hassett, Lilian T... ..	80	7	Riley, Lizzie.....	79
39	Hill, Sophia.....	80	20	Gale, Minnie G...	79
12	McCarthy, Lizzie.....	80			
14	Eastman, Lizzie T.....	80			
44	McGlowne, Sarah J.....	80	8	Sarbach, Lizzie.....	78
50	Holmes, Emma M.....	80	13	Earle, Julia S..... ...	78
27	Williams, Alida S.....	80	60	Potter, Georgiana	78
39	Howe, Jennie W.....	80	13	Thomas, Lizzie A.. ...	78
33	Lawrence, Ella S	80	1	O'Connell, Julia V.....	78
10	Ham, Eva.....	80	41	Shiels, Annie.....	78
53	Scallon, Margaret F....	80	*4	Lane, Harriet.....	78
18	Eggert, Louisa.....	80	19	Flynn, Julia E.....	78
10	Shiels, Maggie...	80	17	Dempsey, Lizzie A.....	78
19	Brady, Ella.....	80	17	Meyers, Lilly I.....	78
9	McGreery, Cornelia.....	80	56	Baker, Eva G.....	78
49	Taylor, Mary E...	80	48	Fox, Agnes.....	78
4	Eilau, Jennie.....	80	48	Fleming, Annie...	78
45	LeCailtel, Georgie... ..	80	48	Clifford, Sarah.....	78
3	Wingrove, G. Frances..	80	14	Callahan, Lizzie.....	78
3	Innes, Maggie B.....	80	44	Fields, Annie....	78
3	Harrod, Minnie R.....	80	44	Keating, Mary.....	78
3	Gilmore, Lizzie S.....	80	39	O'Grady, Annie.....	7
20	Hills, Annie R.....	80	21	Kelly, Gertrude.....	78
14	Cowen, Mary C.....	80	18	Markstein, Della.....	78
			18	Young, Mary..	78
			27	Hays, Agnes M.....	78
37	Foggin, Ada.....	79	43	Hidemark Caroline....	78
47	Brady, Mary.....	79	19	Hogan, Mary.....	78
47	Bartley, Leah..... ..	79	4	Miller, Ida.... ..	78
41	Fritz, Mellisa..	79	4	Gedney, Georgiana.....	78
41	Beams, Chrissie M.....	79	18	Joyce, Maggie	78
41	Brockner, Isabel.....	79	78	Osborn, Cecelia H.....	78
17	Samter, Huldah.....	79	3	Howe, Anostasia.....	78
					8

* Colored.

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
7	Singer, Maggie.....	78	18	Hardy, Annie.....	75
			33	Wright, Jane L.....	75
			60	Getty, Mary M.....	75
1	Hanson, Bella.....	77	46	Bower, Kate L...	75
18	Kempner, Tenia.....	77	24	Johnston. Maggie.....	75
42	Coe, Alice...	77	*4	Lane, Mary F..... ..	75
12	Green, Adelaide.....	77		Palmer, Kate McN.....	75
56	Boir, Elizabeth.....	77	14	McMahon, Kate C.....	75
48	Barnstone, Eva.....	77	27	Shannon, Bridget G....	75
14	Hartley, Ida H.	77	28	Holmes, Augusta S.. ..	75
14	Swainson, Isabel P.....	77	53	Peck, Margaret Annie..	75
27	Fall, Mary A.....	77	49	Rothschild, Carrie A...	75
28	Monoghan, Elizabeth A.	77	18	Dinklespiel, Selina.....	75
28	Glen, Mary A.....	77	3	Sullivan, Maggie.....	75
10	Molter, Emma A.....	77	20	Cornell, Lizzie.....	75
53	Russell, Amelia H.	77	23	Walsh, Ellen.....	75
10	Smith, Sarah M.....	77			
43	DeLamater, Lilian H...	77			
7	Prendergast, Eleanor T.	77	33	Coffey, Kate...	74
20	Lotze, Katie.....	77	18	Heilburn, Emma..	74
33	Fishell, Emma E.....	77	18	Twaddell, Virginia.....	74
42	Rosenthal, Virginia....	77	62	Burchall, Lucy K.....	74
			18	Conklin, Jennie.....	74
			*4	Craig, Justinia.....	74
13	Brower, Lottie E.....	76	42	Duffy, Alice J.....	74
13	Meyer, Annie.....	76	17	Masterson, Belle.....	74
18	Simm, Annie...	76	62	Vallender, Mary C.....	74
50	Leonard, Kate, A. S....	76	48	Morrison, Belle.....	74
41	Dupignac, Rebecca.....	76	61	Talbot, Laura B.....	74
41	Teas, Mary M.....	76	66	Lewis, Mary L.....	74
12	Fuselehr, Lena.....	76	27	Lockhard, Anna J.....	74
42	Anchell, Hannah.....	76	2	Fitzpatrick, Blanche...	74
42	Glass, Betsey.....	76	33	Farrell, Sarah E.....	74
17	Gregory, Hattie.....	76			
17	Donohoe, Maggie E....	76			
80	Beatty, Annie.....	76	33	Stewart, Rebecca.	73
65	Gratacap, Addie E.....	76	17	Blaney, Nellie..... ...	73
65	Butler, Eliza J...	76	65	Norton, Hettie H.....	73
10	Cook, Minnie M.....	76	8	Kelly, Kate.....	73
10	Collins, Jennie L.....	76	10	Quantrel, Emma	73
49	Walsh, Annie G.....	76	18	Beckwith, Emma	73
17	Lazarus, Anna H.... ..	76	23	Morrison, Ellen..... .	73
3	Ostrom, Kate E.....	76	13	Bernhardt, Frances ...	73
3	Buckley, Anna E.....	76	48	Schroeder, Emma... ..	73
33	Monroe, Harriet.....	76	27	Sheridan, Mary E.....	73
10	Glennon, Katie	76	30	Boniface, Rachel.....	73

* Colored.

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
66	Lewis, Maggie.....	73	61	Armstrong, Edith....	71
34	Poinier, Bella W.....	73	34	Tice, Sarah.....	71
33	Quinn, Mary.....	73	10	Stackpole, Lizzie A....	71
19	Potter, Marie.....	73	49	Cosgrove, Annie.....	71
3	Morrow, Ida.....	73	18	Wohlfenstein. Hattie...	71
20	Levene, Jennie	73	4	Silverstetter, Rosa.....	71
25	Richardson, Ida F.....	73	33	Ball, Letitia..... ...	71
27	Robinson, Mary	73	33	Curran, Matilda.....	71
27	Carbeny, Annie.... ..	73	39	Kessler, Carrie F.....	71
	Stobo, Susie E.....	73	18	Baroun, Agnes.	71
			18	Meehan, Bergia.....	71
			8	Pecler, Lena A.....	71
8	Crawford, Adela A.....	72	42	Thornton, Henrietta C..	71
27	McGuire, Mary E.....	72	19	Dugan, Maggie.	71
13	Boyle, Mary E.....	72			
60	Thurber, Emma.....	72			
33	Coughlan, Salome.....	72	24	Steinthal, Sarah.....	70
9	Sarles, Mary E.....	72	*4	Helmsley. Isabella....	70
1	Muratori, Teresa.....	72	18	Soloshinsky, Jennie....	70
41	Seixas, Estelle K.... ..	72	41	Taylor, Laura E.....	70
46	Gardiner, Zelia T.	72	62	Schaetler, Carrie A.....	70
39	Murray, Ella.....	72	*3	Hopper, Isabella.....	70
42	Cohen, Minnie	72	27	McAuliffe, Ellen J.....	70
30	Cafferata, Fannie.....	72	27	Doncourt, Cordelia H..	70
48	Biegel, Gertrude.....	72	49	Lewis, Kate F.....	70
27	Aylward, Kate A.....	72	18	O'Connor, Agnes.....	70
27	Benson, Mary E.....	72	3	Buell, Ida M.....	70
21	Bell, Frances E	72	17	Harrington, Frankie...	70
65	Eagan, Bridget.....	72	27	Evans, Annie.....	70
61	Brodhead, Susie E.....	72	33	Harris, Lily.....	70
28	Leighton, Mary A. ...	72	60	Lutterloh, Ida	70
18	Riley, Katie.....	72	37	Gates, Fannie.....	70
17	Sleight, Lillie M.....	72	1	Downey, Emma.....	70
33	Edwards, Eliza.....	72	18	Murphy, Kate.....	70
33	Haslett, Margaret.....	72	18	Hornthal, Leah..	70
33	Geis, Mary A.....	72	*4	Wester, Kate.....	70
			46	Kirkland, Mary J.....	70
			42	Rosevelt, Laura H.....	70
10	McCabe, Delia A.....	71	42	Appelles, Josephine E..	70
37	Smith, Ellen.....	71	23	Ford, Jane.....	70
42	Coe, Emily.....	71	30	Van Theil, Eleanor.....	70
39	Bull, Minnie.....	71	48	O'Connor, Nellie.....	70
48	Dimond, Kate....	71	48	Franklin, Fannie.....	70
14	Walsh, Mary T.....	71	48	Gass, Jennie.....	70
*3	Gross, Louisa A.	71	14	Boese, Kittie.....	70
21	Hatter, Ella.....	71	*3	McCrea, Angeline... ..	70
21	Connolly, Elizabeth....	71	43	Cohen, Isabella A.....	70

* Colored.

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.
27	Jacobs, Rosa.....	70	4	Brummell, Addie.....
27	Kugleman, Emma.....	70	24	Nehrbas, Lizzie.....
54	Davies, Kate.....	70	3	Sheffield, Josephine...
21	Sheridan, Agnes.....	70	3	Colegate, Amy B.....
21	Losea, Ella.....	70	20	Gedney, Grace .....
21	Hughes, Minnie.....	70	14	Williams, Jennie.....
21	Eagan, Meatrice.....	70	14	McGovern, Kate.....
65	Burkhout, Louisa.....	70	1	Moloney, Annie.....
66	Murray, Alice J.....	70	1	Fitzgerald, Kate.....
10	Perkins, Lillie F.....	70	19	Toal, Ellie.....
34	Wheeler, Sarah E.....	70	30	McGovern, Mary.....
49	Hughes, Mary G.....	70	30	O'Neil, Emma.....
19	Knowlton, Lillie.....	70	21	Fedar, Sarah.....
19	Eichler, Clara.....	70		

ANNUAL REPORT

OF THE

PRESIDENT

OF

The Normal College

FOR THE YEAR ENDING DECEMBER 31, 1875.

TO WHICH IS APPENDED

A Catalogue of the Students

WITH THEIR CLASS STANDING

NEW YORK:
CUSHING & BARDUA'S STEAM PRESSES, 139, 141, 143 CENTRE STREET.

1876.

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
27	Jacobs, Rosa.....	70	4	Brummell, Addie.....	70
27	Kugleman, Emma.....	70	24	Nehrbas, Lizzie.....	70
54	Davies, Kate.....	70	3	Sheffield, Josephine....	70
21	Sheridan, Agnes.....	70	3	Colegate, Amy B.....	70
21	Losea, Ella.....	70	20	Gedney, Grace	70
21	Hughes, Minnie.....	70	14	Williams, Jennie.....	70
21	Eagan, Meatrice.....	70	14	McGovern, Kate.....	70
65	Burkhout, Louisa.....	70	1	Moloney, Annie.....	70
66	Murray, Alice J.....	70	1	Fitzgerald, Kate.....	70
10	Perkins, Lillie F.....	70	19	Toal, Ellie.....	70
34	Wheeler, Sarah E.....	70	30	McGovern, Mary.....	70
49	Hughes, Mary G.....	70	30	O'Neil, Emma.....	70
19	Knowlton, Lillie.....	70	21	Fedar, Sarah.....	70
19	Eichler, Clara.....	70			

ANNUAL REPORT

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NEW YORK:
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1876.

BOARD OF EDUCATION

OF THE

CITY OF NEW YORK.

WILLIAM WOOD, *President.*
LAWRENCE D. KIERNAN, *Clerk.*

Name.	Residence.	Place of Business.
Rufus G. Beardslee	47 West 55th Street,	106 Broadway.
A. J. Mathewson,	647 Hudson Street,	4 Pine Street.
Albert Klamroth	64 St. Mark's Place,	37 Park Row.
William Wood	4 West 18th Street,	
James M. Halsted,	18 West 17th Street,	120 Broadway.
Eugene Kelly	43 West 51st Street,	45 Exchange Place.
Lawson N. Fuller	Carmansville,	107 Wall Street.
Leonard Hazeltine	54 East 61st Street,	19 South Street.
Stephen A. Walker,	10 East 33d Street,	20 Nassau Street.
Henry P. West,	155 Grand Street,	183 Grand Street.
David Wetmore,	119 Lexington Avenue,	365 Greeenwich Street.
Ferdinand Traud	115 East 83d Street.	
David F. Baker,	138 West 44th Street,	45th St. & Broadway.
Morris Wilkins	Tremont,	3 Pine Street.
William Dowd.	168 West 22d Street,	44 Wall Street.
Edward Schell,	53 Clinton Place,	644 Broadway.
J. D. Vermilye,	258 4th avenue,	42 Wall Street.
L. G. Goulding,	25 Rutgers Street,	132 Nassau Street.
Charles Place	136 West 125th Street,	86 Union Square.
J. Grenville Kane	89 West 21st Street,	16 Wall Street.
Ernest Caylus	22 West 33d Street,	57 Beaver Street.

COMMITTEE ON NORMAL COLLEGE, 1875.

January 1, 1875, to April 5, 1875,
JAMES W. FARR,
April 5, 1875, to January 1, 1876,
WILLIAM WOOD,
Chairman.

LAWSON N. FULLER,
JAMES M. HALSTED,
ALBERT KLAMROTH,
R. W. TOWNSEND.

COMMITTEE ON NORMAL COLLEGE, 1876.

LAWSON N. FULLER, *Chairman.*

JAMES M. HALSTED,
EDWARD SCHELL,
ALBERT KLAMROTH,
J. GRENVILLE KANE.

FACULTY AND OTHER INSTRUCTORS

OF THE

NORMAL COLLEGE.

THOMAS HUNTER,
President and Professor of Intellectual Philosophy, 140 East 80th Street.

ARTHUR H. DUNDON,
Professor of Latin and English, Marion Avenue, Fordham.

JOSEPH A. GILLET,
Professor of Physics and Chemistry, 187 East 71st Street.

CHARLES A. SCHLEGEL,
Professor of German, 791 Lexington Avenue.

EDWARD H. DAY,
Professor of Natural Science, 1235 Third Avenue.

EUGENE AUBERT,
Professor of French, 9 Livingston Place, cor. of East 16th Street.

GEORGE MANGOLD,
Instructor of Music, 77 Seventh Street.

LYDIA F. WADLEIGH,
Lady Superintendent, 129 East 52d Street.

SARAH E. HALL,
Secretary and Librarian, 349 East 55th Street.

ELIZA WOODS,
Tutor in Mathematics, 416 West 34th Street.

LAVINIA M. HOLMAN,
Tutor in Science, 200 East 61st Street.

FRANCIS E. COMPTON,
Tutor in Latin and English, 233 East 124th Street.

MARY A. MATHEWS,
Tutor in Mathematics, 125 East 27th Street.

HELEN G. MORGAN,
Tutor in Mathematics, 608 Pavonia Avenue, Jersey City Heights.

LAURA E. LEAL,
Tutor in Mathematics, 775 Lexington Avenue.

A. CAROLINE COVELL,
Tutor in Drawing, 23 East 24th Street.

ELIZA M. PHELPS,
Tutor in Mathematics, 80 Willoughby Street, Brooklyn.

MARY WILLARD,
Tutor in History, 106 West 49th Street.

JESSIE McGREGOR,
Tutor in Physics, 314 West 18th Street.

MARY E. M. CARR,
Tutor in History, 153 East 26th Street.

SERENA A. GOODWIN,
Tutor in Science, 424 West 51st Street.

JOANNA MITCHELS,
Tutor in German, 212 East 52d Street.

MARY E. SMYLY,
Tutor in Latin, 144 East 84th Street.

ISABELLE PARSELS,
Tutor in Methods of Teaching, 408 West 23d Street.

ADELE BASSIE,
Tutor in French, 129 East 10th Street.

ALFRIDA DE WAILLY,
Tutor in French, 413 East 52d Street.

MARY S. KENNEDY,
Tutor in Penmanship, 211 East 127th Street.

ANNA BAKER,
Tutor in Drawing, 603 Lexington Avenue.

HONORA McDONOUGH,
Tutor in German, 221 East 62d Street.

ELLA C. DEY,
Tutor in Latin, 129 East 52d street.

LAURA FRIEND,
Tutor in German, 107 East 65th Street.

FREDERICA J. CONSTANTINI,
Tutor in German, 109 East 39th Street.

EMILY J. CONANT,
Tutor in Latin, 134 East 58th Street.

BETSEY B. DAVIS,
Tutor in Latin, 175 East 82d Street.

SATURDAY SESSIONS OF THE NORMAL COLLEGE.

THOMAS HUNTER	140 East 80th Street.
DAVID B. SCOTT	136 East 80th Street.
NORMAN A. CALKINS	124 East 80th Street.
CHARLES A. SCHLEGEL	791 Lexington Avenue.
JOSEPH A. GILLET	187 East 71st Street.
ARTHUR MCMULLIN	109 West 49th Street.
LYDIA F. WADLEIGH	133 East 54th Street.
SARAH E. HALL	349 East 55th Street.
MARTHA L. DOAKE	471 West 23d Street.

TRAINING SCHOOL OF THE NORMAL COLLEGE.

MARTHA L. DOAKE	Principal	471 West 23d Street.
JANE W. MCELHINNEY	Critic Teacher	502 West 20th Street.
EMMA M. REQUA	" "	43 West 22d Street.
JENNIE B. MERRILL	" "	308 West 18th Street.
ALICE NEUSTADT	" "	323 East 58th Street.
EUGENIA J. BROWNE	" "	29 East 133d Street.
ALICE M. SAWYER	" "	439 East 58th Street.
CHRISTIANA METZGAR	" "	123 East 61st Street.
ELLA CALKINS	" "	124 East 80th Street.
FANNY E. RUTTER	" "	152 West 13th Street.
HENRIETTA JAPHA	" "	304 Madison Street.
LIZZIE KNIGHT	" "	1235 Third Avenue.
CARRA N. CRANE	" "	33 West 62d Street.
SUSIE L. TOWER	" "	145 East 33d Street.
SARAH J. ACKER	" "	247 West 4th Street.
CARRIE G. ROBERTS	" "	217 East 30th Street.
MARGUERITE MERINGTON	" "	
CATHARINE E. COLEMAN	General Assistant	316 East 79th Street.

COURSE OF STUDY

FOR THE

NORMAL COLLEGE.

GRADE I. FIRST YEAR—FIRST TERM.

1. *Latin.*
2. *History.*—Outlines of Ancient History.
3. *German or French.*
4. *Algebra*—Simple Equations, Involution, Evolution and Radicals.
5. *Geometry.*—Plane.

Music, Drawing, English Composition and Penmanship.

GRADE II. FIRST YEAR—SECOND TERM.

1. *Latin.*—Continued.
2. *History.*—Outlines of Ancient History, Continued.
3. *German or French.*—Continued.
4. *Geometry.*—Plane, continued and completed.
5. *Physics.*—Heat, Electricity and Mechanics.

Music, Drawing, Penmanship and English Composition.

GRADE III. SECOND YEAR—FIRST TERM.

1. *Latin.*—Easy Selections from Classic Authors.
2. *History.*—Outlines of Modern History.

3. *German.*—Grammar and Reader. Conversation, or
   French.— " " " "
4. *Algebra*—Quadratics.
5. *Physics*—Light and Sound.

Music and *Drawing, English Composition* and *Botany.* Two Lectures per week.

GRADE IV. SECOND YEAR—SECOND TERM.

1. *Latin.*—Extracts from Cæsar, Sallust and Cicero.
2. *Rhetoric* and *English Composition.*
3. *German.*—Grammar and Reader, Conversation, &c., or
   French.— " " " " "
4. *Astronomy.*—Mathematical and Descriptive.
5. *Chemistry.*—Notation, Nomenclature and Atmospheric Elements.

Music and *Drawing, Geology* and *Mineralogy.* Two Lectures per week.

GRADE V. THIRD YEAR—FIRST TERM.

1. *Latin.*—Virgil, Book I.
2. *English Language and Literature.*—Simple Outlines, with Composition.
3. *German.*—Grammar Completed, Reader, Conversation, or
   French.— " " " "
4. *Physics.*—Electricity, Galvanism and Magnetism.
5. *Astronomy.*—Mathematical and Descriptive, Continued.

Music and Drawing. Zoology, Two Lectures per week.

Review of subjects prescribed for the Primary and Gram mar School Grades, with the method of teaching them. Two hours each week.

GRADE VI. THIRD YEAR—SECOND TERM.

1. *Latin.*—Virgil, Continued.
2. *Intellectual Philosophy,* and *Theory of Teaching.*
3. *English Language and Literature.*—Continued, with Composition.
4. *German.*—General Review of Grammar. Translation of Select Passages; Conversation, Outlines of German Literature.

   Or,

   French.—General Review of Grammar, etc. Outlines of French Literature. Conversation.
5. *Physics.*—Astronomy, General Review.

   Music and *Drawing. Physiology.* Two Lectures per week.

   Review of Subjects prescribed in Primary and Grammar Grades for Common Schools, with the method of teaching them. Two hours each week.

   Practice to be afforded in the Model School under the guidance of teachers of experience.

No lessons for home study to be assigned in Music, Drawing or Composition, in any of the Classes or Grades.

REPORT.

NEW YORK, *December* 31, 1875.

The Honorable the Board of Education:

GENTLEMEN: In compliance with the By-Laws of the Board of Education, I beg leave to present my annual report for the year ending December 31, 1875:

STATISTICS: COLLEGE.

Number of students on Register Dec. 31, 1875	1,310
" " " " " " 1874	1,146
Increase of number on Register	164
Average attendance for 1875	1,071
" " " 1874	927
Increase of average attendance	144
Number of students who graduated and received licenses in 1875	161
Number of students admitted during 1875	721
" " " discharged (including graduates and 136 admitted who failed to enter as students)	556
Number of colored students admitted in 1875	4

Number of students in the 1st (or lowest) Grade	587
" " " " " 2d Grade	118
" " " " " 3d "	287
" " " " " 4th "	70
" " " " " 5th "	248

STATISTICS: SATURDAY SESSIONS.

Whole number taught during 1875	560
" " " " 1874	512
Average attendance for 1875	393
" " " 1874	333
Increase of number taught	48
" of average attendance	60

STATISTICS: TRAINING SCHOOL.

Whole number on Register during 1875	803
" " " " " 1874	600
Increase of Register	203
Average attendance for 1875	517
" " " 1874	638
Increase of average attendance	121

Total number on Register in the College, including Saturday Sessions and Training School	2,673
Total increase of Register during the year 1875	415
" average attendance, including Saturday Sessions and Training School	2,102
Total increase of average attendance for 1875	325

TABLE SHOWING THE NUMBER OE CANDIDATES ADMITTED FROM THE SEVERAL SCHOOL DISTRICTS, JUNE, 1875.

School Dist.	WARDS.	1873.	1874.	1875.	Gains of '75 over '74.	Losses of '75 over '74.
1st.....	1, 2, 3, 4, 6, & 8th	33	33	48	15	..
2d.....	7, 10, 13 & 14 ...	30	72	36	..	36
3d.....	9 & 16.....	72	88	119	31	..
4th.....	11 & 17.....	23	29	65	36	..
5th.....	15 & 18.....	100	111	88	..	23
6th.....	20 & 21.....	106	86	92	6	..
7th.....	12, 19 & 22.....	122	163	207	44	..
8th.....	23 & 24.....	.....	31	28	..	3
Colored Schools.....		9	8	4	..	4
Total.....		495	621	688	132	66

TABLE SHOWING THE ADMISSIONS FROM EACH WARD, JUNE, 1876.

WARD.	1873.	1874.	1875.	Gains.	Losses.
First	3	..	..	..	..
Second	..	..	..	..	..
Third	..	..	..	..	..
Fourth	7	7	17	10	..
Fifth	14	7	12	5	..
Sixth	3	7	3	..	5
Seventh	11	11	10	..	1
Eighth	6	11	16	5	..
Ninth	36	45	42	..	3
Tenth	6	32	5	..	27
Eleventh	3	2	32	30	..
Twelfth	54	48	53	5	..
Thirteenth	3	14	17	3	..
Fourteenth	10	15	4	..	11
Fifteenth	83	72	63	..	9
Sixteenth	36	43	77	34	..
Seventeenth	20	27	33	6	..
Eighteenth	17	39	25	..	14
Nineteenth	43	76	98	22	..
Twentieth	44	50	54	4	..
Twenty-first	62	36	38	2	..
Twenty-second	25	39	56	17	..
Twenty-third	..	13	14	1	..
Twenty-fourth	..	18	14	..	4
Colored Schools	9	8	4	..	4
Totals	495	621	688	144	78

TABLE SHOWING THE ADMISSIONS FROM THE FEMALE GRAMMAR SCHOOLS, JUNE, 1875.

No. of School.	No. Admitted.	No. of School.	No. Admitted.	No. of School.	No. Admitted.
1	17	24	2	47	48
2	1	25	11	48	26
3	25	26	Boys.	49	17
4	6	27	7	50	25
5	..	28	8	51	..
6	Randall's Isl'd.	29	..	52	..
7	..	30	3	53	34
8	3	31	Boys.	54	..
9	6	32	Boys.	55	Boys.
10	15	33	28	56	36
11	Boys.	34	11	57	Boys.
12	9	35	Boys.	58	Boys.
13	12	36		59	33
14	21	37	31	60	9
15	9	38	13	61	3
16	Boys.	39	17	62	2
17	42	40	Boys.	63	7
18	24	41	17	64	6
19	10	42	...	65	1
20	5	43	..	66	..
21	1	44	12	Colored 1	1
22	23	45	41	Colored 3	3
23	1	46	5	Blank	1
				Total...	688

TABLE SHOWING THE NUMBER OF STUDENTS STUDYING FRENCH AND GERMAN IN THE DIFFERENT GRADES AND CLASSES.

Class.	German.	French.	Total.	
A5	38	10	48	Third Year's Students.
B5	39	4	43	
C5	44	5	49	
D5	33	12	45	
E5	39	3	42	
	193	34	227	
A4	31	8	39	Second Year's Students.
B4	27	9	36	
	58	17	75	
A3	41	1	42	
B3	41	4	45	
C3	44	1	45	
D3	51	..	51	
E3	34	15	49	
F3	10	40	50	
	221	61	282	

Class.	German.	French.	Total.	
A2	44	10	54	First Year's Students.
B2	46	16	62	
	90	26	116	
A1	69	12	81	
B1	23	15	38	
C1	33	12	45	
D1	21	20	41	
E1	22	17	39	
F1	26	21	47	
G1	27	11	38	
H1	21	15	36	
I1	26	8	34	
K1	14	13	27	
L1	34	15	49	
M1	38	8	46	
N1	21	27	48	
O1	29	19	47	
	404	212	616	

Total No. German 966.
" " French 350.
" " Students 1316.

TABLE SHOWING THE NUMBER PROMOTED IN EACH GRADE AND CLASS AT THE EXAMINATION, JUNE 1875.

	Register, June 30, 1875.	Number Promoted.	Number not examined.	Number failed	Total Registered.	Total Promoted.	Total not Examined.	Total Failed.
A6	41	32		9				
B6	45	43		2				
C6	45	42		3				
D6	47	44		3	178	161	0	17
A5	48	35	3	10				
A4	45	31	0	14				
B4	46	37	0	9				
C4	39	32	2	5				
D4	38	27	1	10				
E4	37	35	0	2	253	197	6	50
A3	43	19	6	18				
B3	40	20	0	20	83	39	6	38
A2	30	25	0	5				
B2	40	31	0	9				
C2	40	37	0	3				
D2	42	32	0	10				
E2	39	26	1	12				
F2	45	22	0	23				
G2	42	24	1	17				
H2	33	20	1	12				
I2	44	36	1	7	355	253	4	98
A1	43	11	0	32				
B1	35	10	0	25				
C1	33	10	1	23	111	31	1	79
					980	681	17	282

980—161+688—1,507, *Total on Roll*, June 30, 1875.

TABLE SHOWING THE NUMBER OF HOURS PER WEEK GIVEN TO THE DIFFERENT SUBJECTS OF STUDY DURING THE PAST TERM.

GRADE.	Algebra.	Astronomy.	Botany.	Composition.	Drawing.	French.*	Geology.	Geometry.	German.	History.	Latin.	Literature.	Methods of Teaching.	Music.	Physics.	Rhetoric.	Physiology.	Zoology.†
Fifth.	1	2			1	3			3		3	2	2	1	2		3	
Fourth.....	2				1	4	3		4		4			1	3	2		
Third	3		3		1	4			4	2	4			1	3			
Second.....				2	1	4		3	4	2	4			1	3			
First.....	3			2	1	4		3	4	2	4			1				
	9	2	3	4	5	19	3	6	19	6	19	2	2	5	11	2	3	

* Students can not study both French and German.

† Zoology is taught by lectures during the last term.

TIME GIVEN TO DIFFERENT STUDIES.

Including History in the English department, fourteen recitations a week have been assigned to the English language; nineteen to French or German; nineteen to Latin; seventeen to Mathematics; eleven to Physics; eight to Natural Science, and five each to Music and Drawing. The language and mathematical studies alone have required home work; the other subjects have been taught in the College chiefly by means of lectures. Every effort has been made to avoid undue pressure, to lighten the labors of the students and to prevent worry about promotion. But in spite of every thing some girls will fret and overwork. *It is not the study, but the worry which undermines health.*

NAMES OF STUDENTS WHO RECEIVED MED AND PRIZES AT THE EXAMINATION, JUNE, 1875.

OTTENDORFER GOLD MEDAL.
(*For Proficiency in German.*)
ELIZABETH F. DOHERTY.

OTTENDORFER SILVER MEDAL.
(*Same.*)
IDA B. LINDHEIMER.

BARRON PRIZE FOR ELOCUTION.
(*Fifty Dollars in Gold.*)
MARY MACFARLANE.

SECOND PRIZE FOR ELOCUTION.
(*Twenty-five Dollars in Silver.*)
JANET RUSSELL.

BARRON PRIZE FOR SINGING.
(*Fifty Dollars in Gold.*)
MARY A. ZETZMAN.

SECOND PRIZE FOR SINGING.
(*Twenty-five Dollars in Silver.*)
MARY MERINGTON.

KELLY SILVER MEDAL.
(*Methods and Principles of Teaching.*)
MARY MERINGTON.

KELLY BRONZE MEDAL.
(*Same.*)
ELLIE FUNK.

KANE GOLD MEDAL.
(*For Physiology.*)
EDITH G. BOWES.

ALUMNÆ GOLD MEDAL.
(*For Physics.*)
BETSY B. DAVIS.

HUNT GOLD MEDAL.
(*For Latin.*)
MARGUERITE MERINGTON.

HONOR STUDENTS.

BETSY B. DAVIS,
SARAH CUMMINGS,
KATE N. DAVIES,
MARGUERITE MERINGTON,
EUPHEMIA CILLEY,
JULIA M. DENNISON,
MARY MERINGTON,
BARBARA LEYENDECKER,
MARY MAHONEY,
IDA BRENNAN,
ELLIE FUNK,
IDA B. LINDHEIMER.

DIVISION OF TIME.

At a quarter to 9 o'clock the first gong is sounded for the students to repair to their several recitation rooms; at ten minutes to 9 the second gong is sounded for general roll call; and at five minutes to 9 the third gong is sounded for assembling in the chapel. The opening exercises, consisting of the singing of an anthem, the reading of a portion of the Bible, the singing of a hymn and the repetition of quotations by the students, usually occupy about twenty-five minutes. The students are divided into two great sections of about six hundred each. At 9:25 o'clock each section in turn retires from the chapel to review rudimentary studies or to perform exercises in the calisthenium, while the remaining section receives a lesson in vocal music. The students are further divided into five sections, of about two hundred and fifty each, for the purpose of enabling each student to obtain at least fifteen minutes physical exercise in the calisthenium, under a competent teacher. At 9:55 o'clock the regular recitations and lectures commence. There are four recitations or lectures a day, each of fifty minutes; two in the forenoon and two in the afternoon, with an interval of five minutes between each recitation, during which the students are allowed a general relaxation. They have also a recess of half an hour at noon, and are always promptly dismissed at 2 o'clock. The detention of students after 2 o'clock is prohibited.

SUMMARY.

Opening exercises	25	minutes.
Reviews, music, physical exercises, &c	30	"
Four recitations of 50 minutes each	200	"

Intervals between recitations	15	minutes.
Recess at noon	30	"
Total	300	"
College hours from 9 till 2—5 hours	300	"

ADMISSIONS FROM THE PUBLIC SCHOOLS.

The requirements for admission to the Normal College are as follows: Candidates shall have completed the fourteenth year of their age, shall have been one year in attendance at a public school in the city, and shall reside with their legal guardians who are *bona fide* residents of the City of New York. They must pass a good examination, and receive an average of at least 70 per cent. in Reading, Spelling, Writing, Geography, History of the United States, English Grammar, Arithmetic (through square root,) and Algebra (through simple equations of one unknown quantity.)

These studies are fundamental. Whether the girls enter the College or into private business beyond the range of manual labor, a fair knowledge of these subjects is indispensable. Hence a thorough preparation for the Normal College is the very best preparation for the active duties of life. Of course there is very great difference in the attainments of the candidates presented for examination. While many of the schools (through their pupils) give evidence of superior teaching, others show in this respect a lamentable deficiency. Nearly one hundred of those who sought admission were rejected. Surely girls who have completed the fourteenth year of their age should be able to pass an excellent examination in the simple subjects mentioned. It would be well for some teachers to remember that a spasmodic effort at "cram-

ming" on the eve of examination, which may possibly enable a few of their pupils to enter the College, will in the end prove a positive injury to all concerned. Pupils so prepared are simply unwholesome hot-house plants, which wilt and wither in the open air. Their incapacity is soon manifested, and at the first examination after entering the institution they fail and become "hold overs." It is doubtful if any examination, written or oral, conducted within a period of a few days, can completely detect the evils of hasty and immature preparation. It is only months afterwards, when the undue excitement has died out, and the students have been subjected to the test of daily recitations and monthly examinations, that the instructors in the College discover that lack of mental power to cope with new studies which is the best proof of imperfect previous training. If a sense of justice would permit an exhibit of all the facts and figures, there is no doubt that the system of public education in this city would be benefited thereby. There is, however, such diversity in locality and surroundings, which the general public would be unable to appreciate without full and minute explanations, that there would be great danger of doing injustice to meritorious teachers by an exhaustive publication of the results of examination. One singular fact may be stated without prejudice to others: the very best prepared students, on the whole, came from the districts recently annexed to the city. Thirty-six per cent. of the admissions from the 23d and 24th Wards averaged over ninety per cent. in their studies. Perhaps the reason for this may be found in the fact that until lately the teachers in those districts had more freedom of action, and were not tied down to the requirements of a grade containing so many subjects of study.

Grammar Schools No. 45 and No. 47 had each a pupil whose average was ninéty-seven per cent., the highest attained at the June examination. No. 47 had the largest number (48) admitted; No. 45 ranked second in the number of admissions (41 having passed), but first in scholarship. Schools 5, 7, 29, 42, 43, 51, 52, 54 and 66 sent no pupils to the College. The 19th Ward, in which the College is situated, surpassed any other Ward in the number of successful candidates. It had the very large number of 98 admitted from its four Grammar Schools. The seventh school district, comprising the 12th, 19th, and 22d Wards, furnished 207 pupils out of the 688 who passed. One hundred and thirty-six (136) of the whole number admitted last June declined to enter the College as students; and when many of these were asked the reason, they stated that it was never their intention to become members of the institution, and that they only desired the honor of passing the examination. This entailed upon the instructors at a very busy season the apparently unnecessary labor of examining and marking 816 additional papers. But if, as has been asserted, the girls going into business derive any benefit or pecuniary profit from their admission, they are quite welcome to the time and labor devoted to their examination.

It is to be hoped that next year all the candidates will be found so proficient in the elementary studies that the College will not be compelled to maintain constant reviews. Occasional reviews are wholesome and necessary; but when it is found that instead of reviewing, the instructors have been obliged to teach almost as new subjects such simple branches as spelling, grammar and arithmetic, this work of review becomes a serious impediment to progress in the regular course of study. Pupils from the public

schools may be specially forced to pass an examination; may even pass it successfully; but, for lack of time and practice, may be so superficial in the rudimentary branches that in a few months the knowledge so hastily acquired slips out of their minds. The children in the upper classes of the public schools should read, write and cipher every day; and until there is a by-law to this effect the best results can never be obtained. Thoroughness in the elementary branches is the pressing demand of the system of public education; it is also the principal requisite for admission to the two Colleges. How mistaken, then, was the statement that preparation for the Colleges caused the superficialty so common in many of the schools!

GRADUATES OF 1875.

One hundred and sixty-one (161) students were graduated at the recent examination; and *all* received licenses to teach in the public schools of the city. Prior to 1874 the graduates were compelled to undergo a second examination before certificates to teach could be obtained; and to increase the difficulty and hardship of such an ordeal, they could not be examined until they had secured situations in the schools. Not unfrequently these examinations occurred many months after the termination of their collegiate studies, and while suffering from the mental excitement and worry incident to a new and untried position. In 1874 a partial adjustment was arranged by which a little over one-half the graduates of that year obtained licenses, while the others were obliged to undergo the usual vexation of a subsequent examination. Last June, however, every student found qualified to graduate from the College was also found qualified to teach. It

is gratifying to be able to state that the Faculty of the College were found even too strict and exacting in their requirements for graduation. The standard established is certainly very high, but while it exists it must be reached. An average of 75 per cent. in thirteen studies ought to be sufficiently severe, but when there is added to this that "No student shall fall below 75 per cent. in Arithmetic and Grammar, or below 80 per cent. in Spelling," the examination transcends the usual bounds of severity. No excuse is ever received in the College for failure to meet in every particular the requirements of the Committee. Nor would there be objection on the part of the graduates to any reasonable standard of qualification, however high it might be, were it not for the fact that *they see, right before their eyes, as many as seventy of the undergraduates, not a few of them from the lower grades of the College, holding positions as teachers in the public schools.* They naturally say, "*What inducement is there for us to remain three years in the College and pursue all those difficult branches of study when our class-mates can leave at the end of one or two years and become salaried teachers?* Your Board will readily perceive that the habit of appointing the undergraduates to positions in the schools simply cuts the foundation from under the College; and that the practice, if continued, will make a three years' course of study unnecessary and an annual graduation a work of supererogation. Knowing the sacrifices made by many of the parents to enable their daughters to complete the whole course of study, I feel it my duty to protest against the appointment of undergraduates to the positions which have been fairly won by the graduates of the College. In behalf of the cause of public education in this city, in behalf of the parents and the children, in behalf of simple right and justice, I respectfully call upon your—

honorable Board to give this matter your earliest and most earnest attention.

THE TRAINING SCHOOL.

The term Model School was a misnomer; and the name has been very properly changed to Training School. It has been declared to be a department of the College; and so important a department, too, that its usefulness can scarcely be overestimated. Since last September the organization of this school has been more effective; a sufficient number of teachers has been appointed, and the department of school management has been separated from the department of Methods of Teaching. It is always a difficult and a delicate task to use a primary school as a school of practice without detriment to the children. The little ones must be as thoroughly taught as in the ordinary school; and yet a considerable portion of the instruction must be given by inexperienced pupil-teachers. With careful and judicious management the teacher of Methods of Teaching can prevent injury to the different classes. By laying out the work beforehand, and by seeing it correctly performed, she may produce even better results than could be obtained in the ordinary school. There will always be a certain novelty and variety in the presentation of the same subject by different teachers which will attract attention and impart enthusiasm to the instruction. In addition to this there is the great advantage of bringing the children under the influence of several minds. The greater part of the work is done by the regular class-teacher; the small amount performed by the pupil-teacher, instead of being injurious, may be made beneficial. Tact, discretion and judgment on the part of the teacher of Methods are, however, indispensable.

Practice in a training school is, of course, important; and it is necessary that theoretical knowledge obtained by lectures and study should be strengthened by experiment. Nevertheless, the chief reliance must be placed on the resources of cultivated minds. It is useless to attempt to build on a weak and narrow foundation. The prime requisite for the training of superior teachers is to give the Normal students a sound education. It has been urged again and again by the friends of the College to cut down the curriculum of study for the purpose of gaining more time for practice in the Training School, but so far urged in vain. Though this practice might in the beginning enable the pupil-teachers to present a better appearance as "disciplinarians," yet in the end the loss of the intellectual vigor acquired by hard study would be disastrous to themselves and to the children committed to their care. Long-continued practice on a slender basis of education will inevitably develop a class of "mechanical" teachers who by their mere "order" and "discipline," so-called, may impart information, but can never awaken thought or cultivate faculty. The "machine" teacher very often imposes on school officers, who imagine that silence, promptitude of answer, dexterity of movement and physical drill of all kinds constitute the results of good teaching. The teacher who understands his business requires only the attention and good order necessary to enable him to instruct and to educate. The best teachers, the patient, careful, thoughtful teachers, rarely appear well before the visiting school officer; and for the simple reason that they are teachers, and not drill-sergeants. The fact is that two-thirds of the order and discipline demanded in some schools are unnecessary, a torture and a weariness to the flesh. The obedience, the quiet and the attention which are the result of good teaching and

judicious management can always be obtained without much trouble or noise or severity. Experience has proved that the most noisy, boisterous and severe teachers were generally the most ignorant. The superior culture of the Normal College graduates will in the long run produce its beneficial effects on the public school system of this city; it will create a demand for trained and qualified teachers; and slowly and surely lead to the formation of a guild which will rigorously exclude the halt and the blind of other professions. It may take five years or ten to accomplish this. It matters not, for the Institution can afford to await the ripening of the harvest.

LANGUAGE: LATIN.

Professor Dundon reports:

"The Fifth Grade classes, since September last, have completed the Second Book of the Æneid, and passing next to the Sixth Book, are now rapidly advancing toward the five hundredth line. These classes entered the grade much more thoroughly prepared than any of their predecessors; and, as a consequence, there has been less grumbling at the length of the lessons, and far more self-reliance in overcoming difficulties. Special attention has been given to the following points:

"1st. To incessant drill in verbs, nouns, adjectives and pronouns, especially to the first, since they present greater difficulty.

"2d. To the language of translation. The student is required to give the Saxon equivalent rather than the English derivative term; thus the vocabulary is enriched and fertility of language secured.

"3d. To the passages most remarkable for poetic beauty, in particular to the figures employed, and also to those lines which are drawn upon for purposes of quotation, the students are required to commit to memory and to understand in all their relations to the text.

"4th. To Latin Syntax, so important in itself and in the light it throws on the mother tongue. The rules are well memorized, and the numerous repeated illustrations leave a lasting impress on the mind.

"5th. The mythological characters of the text are studied, and in this connexion general mythological information is given."

Every student is compelled by law to study Latin, and must recite in this language four times a week. The only exception is that of the graduating class, which recites but three times a week. The progress in Latin during the last year has been satisfactory; and the instructors have worked earnestly to build up this very important department of study.

ENGLISH LITERATURE.

In regard to this subject Professor Dundon says:

"Special attention has been given to the following points:

"1st. The general historical aspect of the age.

"2d. The biography of the particular author.

"3d. His characteristics as a man, moral qualities, temperament, etc.

"4th. His works in their relation to the age in which the author lived: their relative importance in the literary scale.

"5th. His characteristics as an author (*i. e.*, his intellect, etc.)

"6th. Style: reading of certain passages, criticisms thereon."

The Fifth Grade classes commenced with Chaucer in September, and have now reached the writers of the latter half of the eighteenth century. The interest manifested by the young ladies in this pleasing study is very natural; and as the professor finds it difficult from the size of the classes to obtain time for individual catechising, minute and accurate knowledge can scarcely

be expected. Monthly written examinations have, however, compensated in part for the waiving of the safe and certain test of oral question and answer.

HISTORY.

The instruction in history has been effective. The ancient Empires and Greece have been taught in the First Grade, Rome in the Second, England in the Third, and the United States in the Fifth. This has been substantially the course pursued for several years. The students have been carefully warned against all attempts to commit the language of the text-book to memory. Not only statements of facts in their own language, but opinions and judgments concerning these facts have been required. Instead of giving a history of monarchs and their wars, the instructors have endeavored to impart a knowledge of the people, to show by what means they emerged into the light of civilization, and to point out the causes of national power and prosperity. In this manner history has been used as a moral teacher. In connexion with this study, Professor Gillet has given the students, by means of a magic lantern, very fine views of many of the important places mentioned in the text-books, and has taken the opportunity to explain the different orders of architecture and to develop a taste for the beautiful.

FRENCH.

In my last report it was stated that on the establishment of the College seven-eights of the students chose the French language in preference to the German, and that nearly five years afterwards, when a similar choice was permitted, nine-tenths of

the students preferred the German. A remarkable revolution has taken place in public opinion, as indicated through the choice of the parents, in respect to these two languages. The causes for this change were easily discovered. Doubtless the principal cause was the simple fact that a knowledge of German would be of more practical utility to a teacher in the public schools. The minor causes were: first, the city of New York contained a large population of German-Americans; second, Germany had proved the stronger in the Franco-Germanic war and third, the diffusion of national language is usually in the ratio of national power. There were other causes, too, which it is not necessary to mention. Suffice it to say, that the French department of study had so dwindled down that it became my duty to request the Committee either to rehabilitate it or abolish it *in toto*. It is but justice to state, in passing, that Professor Schlegel manifested as much interest in the one language as in the other, and never interfered, directly or indirectly, with the free choice of the students.

Finally, your Board, on the recommendation of a majority of the Committee on Normal College, established a separate department of French and placed at its head Professor Eugene Aubert, a gentleman of superior qualifications and highly recommended by many prominent citizens. He entered on his duties on the first day of the opening, and immediately instituted a programme of study simple and methodical in plan. A close observation of his work since then has convinced me that he deserved the excellent reputation which he had won in other institutions.

A glance at the table of statistics will show that two hundred and twelve (212) students, a little more than one-third of all

the introductory class, selected the French language. In September there were but thirty-four (34) students of French in the senior classes; seventy-eight (78) in the junior classes; and twenty-six (26) in the class of non-promotions—making in all three hundred and fifty (350) out of a total of thirteen hundred and sixteen (1316). It will be perceived from an examination of these figures that up to the time of the appointment of Professor Aubert, the study of French was slowly dying out, and that there was danger of its total extinction.

Professor Aubert's report of the instruction in French in the Senior class will give your Board a fair idea of his method.

"As a special exercise in pronunciation and elocution D 5 had, once a week, quotations from various authors, in prose and poetry. In French Grammar they went over the syntax of the noun, article, qualificative and determinative adjectives, and wrote a number of exercises arranged for appropriate practice. They reviewed the greater part of irregular verbs; they read, explained and recited five fables of La Fontaine, and translated from English into French about ten pages of a text-book on French geography, which I prepared for them."

GERMAN.

The progress of the students in the study of German has been during the past year very satisfactory. A much higher standard has been reached than ever before. In fact, there has been a gain almost of a whole year; for the students of the Junior classes have been performing the work formerly done by the Seniors. To the zeal of the professor, and the ability of his tutors, the credit is due for the success achieved in this department. It is gratifying to be able to inform your Board that very shortly, if not next June, the Normal College will provide for the public

schools acceptable teachers of the German language. Perhaps it may not be out of place to state that Madame Anna Ottendorfer deserves the special thanks of the students and iustructors of the College, not only for her original grant of $1,000 to found two medals for excellence in German, but for her subsequent grant of $500, and of small sums of money to meet the increased cost of the medals. The first donation gave an annual sum of $70, which was intended to cover the expense of both medals, but by some mistake they were made so large as to cost $105. No doubt a great impetus was given to the study of the German language in consequence of the sympathy and support of Madame Ottendorfer and other public-spirited citizens.

Professor Schlegel reports:

"I am happy to say that the progress which has been made in the study of the German language, theoretically as well as practically, since September last is quite satisfactory. With the excellent and zealous assistance of the tutors in my department, I have been able to raise the standard of instruction so much that the work which was formerly done in the Fourth Grade classes is now the task of the Third Grade. In the highest grade the students have advanced so far as to be able to give elementary instruction in German, and to express themselves in this language as correctly and fluently as can be expected; and I have not the least doubt that our graduates of next summer will be scholars of German superior to any we have had before."

MATHEMATICS AND PHYSICS.

These two departments, under the charge of Professor Gillet, have been managed and supervised with care and diligence. The course in mathematics extends through quadratic equations, plane and solid geometry, plane trigonometry, and its application to astronomy, together with a very thorough review of the pr

ciples of arithmetic. For various reasons, the work of this department has always been most satisfactory. It is a pleasure to be able to state (assertions to the contrary notwithstanding) that young ladies have proved themselves quite capable of coping with the abstract reasoning of the pure mathematics.

Professor Gillet reports in relation to his departments as follows:

"I have attempted no minute supervision of the department of pure mathematics. The time at my disposal rendered anything more than a general inspection impossible, and the ability and faithfulness of the tutors of those branches rendered any closer supervision unnecessary."

In relation to Physics:

"The present term's work, on the whole, has been more satisfactory than that of any other term since the opening of the College. The classes are now well up to the grade toward which we have been gradually advancing from the first. My assistants have all worked with the greatest efficiency and harmony. The appropriations made by the Committee, with their accustomed liberality, have enabled me to procure all the apparatus needed to illustrate with sufficient fulness the portions of physics and astronomy which we have time to teach."

NATURAL SCIENCE.

On account of its great importance to teachers, special attention has been given to the subject of physiology; and Professor Day has been very careful to present it objectively in order that the pupil-teachers may learn the more rapidly, and be able to teach the simple outlines with accuracy.

Professor Day reports in relation to the studies under his charge:

"In Botany, instruction has been given by Miss Goodwin to the students of the Third Grade. The five classes of this grade have each received two hours'

instruction a week in this subject, embracing the examination of the parts of plants and the analysis of flowers as far as permitted. I find that the very systematic training that this grade receives in the brief time at the disposal of the instructor produces excellent results, especially in preparing the classes for those branches of natural science which are taken up in the succeeding terms. The two classes of the Fourth Grade have each received three lessons a week from myself in geology. The five classes of the Fifth Grade have also received from myself three lectures a week in physiology. I trust that the progress made by the students in these studies will prove as satisfactory to others as the spirit manifested by them has been gratifying to their instructor. The pupils have throughout shown such a desire to learn as proves more than anything else the inherent interest that these topics possess. As no time is allowed for outside study in the subjects of this department, and as the teaching is mainly objective and without text-books, progress must necessarily be slow, and the ground covered cannot be extensive. In geology, I have given instruction in the physical character of common minerals, with a view to future application of this knowledge to object teaching; and I have also endeavored to inculcate those fundamental truths of geological science which bear more especially upon physical geography. In physiology I have, during the present term, treated of the fundamental ideas of life—of work, waste and nutrition, with the practical application of such knowledge as can be made in every-day life."

DRAWING.

It is fortunate for the rising generation that the public has begun at last to realize the importance of Drawing as a school study. For many years it was considered a mere boarding-school accomplishment, the fit companion of the "music, French and Italian," taught in the shortest possible time, and for the smallest possible compensation. The restoration of this almost "lost art" had its origin, like many another restoration, in the commercial selfishness of the people. The manufacturers discovered that it was very expensive to import foreign designers and draughtsmen, and a great deal cheaper to educate their own youth at home; and hence

the impetus imparted along the Atlantic coast to the correct study of Drawing. Of course it is a good and a wise thing to foster home industry and cheapen the production of the necessaries of life; but it is a better and a wiser thing to refine the feelings, and to cultivate the intellect by the study of one of the noblest subjects taught in the schools of the present day. In the order of their usefulness studies might be ranked, *reading, spelling, writing, arithmetic and drawing.*

It is a misfortune to the system of public education in this city, that Drawing is so taught (or so neglected) that, when students enter the College, the instructor is obliged to begin at the very beginning. This ought not so to be. If there was some uniform plan of grading the classes, precisely as in arithmetic or geography, and if the teachers were held strictly responsible for results, a great change for the better would soon appear, and students entering the higher institutions could continue the subject from the place at which they left off in the grammar school. In other words, there should be a thoroughly graded system of instruction in Drawing, extending from the primary school to the end of the third collegiate year.

Notwithstanding many difficulties, the instructor, Miss Covell, has accomplished good results. She is a zealous, faithful and hard-working teacher, working according to a system which has been rarely surpassed. Perhaps it is better to let her state in her own words her method of teaching.

"My plan of instruction has been as follows :

"*First Grade*—Judging of proportions and distances, straight lines combined with angles, triangles, quadrilaterals, concentric figures, and right line geometric designs.

Second Grade—Plane curves, the circle, ellipse, oval, reversed curves and straight lines.

Third Grade—Linear perspective, free-hand drawing from perspective outline models from geometric solids and various objects in outline.

Fourth Grade—Shading from geometric solids commenced from casts of fruit and flowers, and from natural objects.

Fifth Grade—Outline and shade from antique models in plaster, and from nature, together with instruction in the methods and principles of teaching drawing."

If the drawing of the First and Second Grades of the College were uniformly accomplished in the public schools, a year of valuable time might be gained, and superior results obtained for the future teachers of the city.

SATURDAY SESSIONS.

The By-law recently passed by the Board, requiring all teachers having had less than two years' experience in the public schools to attend the Saturday sessions of the Normal College, was a very judicious one; for the practice in teaching in the Training School, although good in its way, cannot enable the young teachers to cope with all the difficulties which arise in actual class teaching. Hence, the supplementary Saturday work is of great importance, since it affords the opportunity for special instruction to meet present necessities. Since September last this Normal instruction has been more effective than ever before—at least since the establishment of the College. Through the operation of the new by-law experienced and able teachers have been giving the most useful kind of instruction to large classes of young teachers. These teachers belong chiefly to the primary schools, where good teaching is most needed. They have been

taught not only how to teach, but how to manage. I am sorry to say that this excellent by-law has not been generally obeyed, and I trust that the Board will take some method to enforce it.

MUSIC.

Musical critics have expressed themselves as highly gratified with the improvement in singing. Mr. Mangold's system of teaching seems to give general satisfaction. He reports as follows:

"All classes received instruction in reading music at sight, and to every student was given an opportunity to sing alone in her class. Solo singing was also practised before the whole college once in each month. The graduating classes received instruction in the method of teaching music to primary and grammar schools, and they have practised this method in their own classes.

"Comparing the system of musical instruction in the Normal College with the highly-praised system of the City of Boston, I find, after a careful examination of both systems, that our exercises are nearly the same as those in Boston, and even more complete."

MANNERS AND MORALS.

The disposition which has always prevailed among the students of the College to obey law and to conform to regulation, cannot be too highly commended. Without any violation of the state law in regard to sectarian instruction, the great moral truths common to all creeds have been carefully inculcated. It has been constantly instilled into the minds of the pupil-teachers, that the ability to form character, and thus to train up law-abiding citizens, was the most important part of their duties as teachers. Self-poise, command of temper, and a rigid adherence to the

principles of justice, were recommended on all occasions as the necessary characteristics of a superior instructor. While the high moral tone of the teacher should be unexceptionable, the lesser virtues, so-called, of punctuality, regularity and attention to details, should not be overlooked or slighted. Punctuality has been taken as the barometer of College duty, and it is gratifying to state that, since September last, the percentage of tardiness averaged only about one-third of one per cent; and on several occasions there was but one late student out of an attendance of thirteen hundred.

The Lady Superintendent, Miss Wadleigh, in charge of the morals and manners, reports as follows:

"In general order and discipline there has been manifest improvement, particularly in the change of classes from one room to another. It is no easy matter to make so many simultaneous changes without clashing and disorder; but the care and oversight of the instructors in this regard have tended greatly to secure excellent order at such times. These changes, as well as the general assembling of the college, have no preparatory drill, but are the carrying out of directions given in the class-rooms—the result of self-government and college pride. I cannot but congratulate the College that the committee have determined on the removal of students who repeatedly fail to earn promotion, since it will have a tendency to sift from the College the most careless element."

CONCLUSION.

During the year, the College was called upon to mourn the loss by death of Mr. James W. Farr, the Chairman of the Committee. The students and the instructors felt the blow severely, for they had learned to respect him for his kindness of heart and the deep interest he had manifested in their welfare. In addition to his general intelligence as a school officer, he had proved

himself their firm friend at a most critical period in the history of the institution. To me, personally, he was kind and considerate; and I shall never forget the hearty support he gave me in my work, when I most needed assistance. The blow, however, was softened by the appointment of Mr. William Wood, the former chairman, to fill the vacancy.

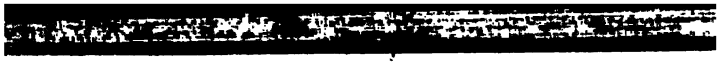
Among the distinguished visitors of the College, during the past year, were Anderson Kirkwood, LL.D., formerly Professor of Conveyancing in the University of Glasgow, and now one of its council, who offered a gold watch as a premium for the greatest improvement in the study of the French language; Lord Houghton, formerly known as Richard Moncton Milnes, who was, during the War of the Rebellion, an unwavering advocate of the Union; and General George B. McClellan, who inspected the plan of organization and the programme of study with great interest.

On behalf of the students, I beg leave to thank your Board and the Committee for the liberality with which the different departments have been supported. I desire also to express my high appreciation of the zeal, fidelity and ability with which the programme of study and the general rules and regulations have been carried out by the instructors. Since the establishment of the College, these instructors have toiled, not only in the Institution, but at their homes, to advance the cause of public education by training up a superior order of teachers.

Respectfully submitted,

THOS. HUNTER,

President Normal College.



LAYING THE CORNER-STONE OF THE NEW NORMAL COLLEGE.

I have been directed by the Committee on Normal College to present, as an appendix to my annual report, an account of the ceremonies which took place at the laying of the corner stone of the College, on the 19th of March, 1872, as a part of the history of the Normal College.

The interesting ceremony of laying the corner-stone of the new Normal College of the City of New York took place on the 19th of March, 1872. The site of the new building is bounded by Fourth avenue, Lexington avenue, Sixty-eighth and Sixty-ninth streets, occupying an entire block. As early as eleven o'clock, the young ladies and teachers attached to the Normal College in Fourth street, began to arrive, and, notwithstanding the very unfavorable appearance of the weather, by twelve o'clock there were present about six hundred ladies and gentlemen. A convenient platform had been erected, a small portion of which was covered in with boards to protect the assembly if a sudden storm should commence. The American flag floated in the breeze from several portions of the unfinished structure. At twelve o'clock precisely, Mr. Bernard Smyth, President of the Board of Education, took the chair and at once called upon the Rev. Dr. Ormiston to invoke the divine blessing on the work. Dr. Ormiston then offered the following prayer:

DR. ORMISTON'S PRAYER.

Almighty, Eternal, and Everblessed Jehovah, who dwe in the highest heavens, God over all, infinite in Thy glor attributes, fearful in Thy praises, ever doing marvelous thi we adore Thee as our Creator and our God, as the God Father of our Lord and Saviour Jesus Christ, in whom we l redemption in His blood, even the forgiveness of sins, an whose name alone we have access into Thy holy presence. bless Thee, that in sovereign goodness, Thou hast create rational, intelligent, spiritual and immortal beings, endo with such powers and affections as enable us, with the as ance of Thy spirit, to render unto Thee a holy homage and acceptable service. We bless Thee for the glorious Gospe Christ and all its ordinances; for Thy blessed Word, for holy day, and for the privileges of worship. We thank T for the age in which we live, and for its distinguishing adv ages, both temporal and spiritual, specially for the progres civil and religious liberty. We adore Thee, O Lord, as K of kings, and Lord of lords, and bless Thee for the land whe Thou hast fixed our habitation, for a wise and free governm and for our happy homes filled with peace and plenty, and voutly do we implore Thy blessing to rest upon all its ru legislators, judges and magistrates, that they may rule in fear and execute judgment and justice in the land; and sp ally at this time do we magnify Thy name, because of the coveries of science, the progress of art, and the general d sion of knowledge, for the existence and establishment schools of learning, secular and sacred, of every grade, thro all our country; and humbly and earnestly do we invoke

divine favor to rest on them all, that they prove fountains alike of piety and patriotism.

We rejoice before Thee, O, God, because of what has already been accomplished in our great city in the support and management of our public schools; and we ask Thy favor to rest on every effort to increase their efficiency and usefulness, and of Thy great goodness be pleased to vouchsafe Thy benediction upon the work in which we are this day engaged. May the building, the foundation-stone of which is now to be laid, long stand as a monument of the wisdom and liberality of our city; and may many go forth from its walls well trained and fitted for their work as the teachers of the children of this city. Endow, O Lord, we beseech Thee, the Board of Commissioners, and all who have authority over the schools of our city, with all needed wisdom, and abundantly bless their labors; and may all works, O God, be ever begun and ended in Thee. Accept our service, and forgive our sins, for His sake, who hath taught us, when we pray, to say, "Our Father," &c.

At the conclusion of the prayer Ebens' Seventy-First Regiment Band played an appropriate selection, after which the Chairman addressed the meeting as follows:

COMMISSIONER SMYTH'S SPEECH.

LADIES AND GENTLEMEN: We have assembled to-day for the purpose of laying the corner-stone of the Normal College of the City of New York. To all conversant with our noble system of public instruction, its magnitude and requirements, it would seem almost incredible, were we not cognizant of the fact, that

this great city of New York, the financial and commercial metropolis of the Western, and, as I believe it is destined to be, of the entire world, should have so long neglected to provide a suitable institution for the instruction and training of teachers for our public schools. Much as we may deplore the neglect of the past, may we not now rejoice that we are about to have an institution worthy of this great city of New York; and should we be spared to witness its towers and turrets almost reaching the clouds, will we not have reason to rejoice at the glorious consummation; and when it shall have been thus completed, and its president, faculty and students are assembled within its walls, and its great work commenced, have we not reason to believe that, long after all who are assembled here to-day shall have passed away, and the durable materials of which this noble structure is to be composed shall have crumbled into dust, the results of the instruction imparted in this institution will bring forth abundant fruit, and the name and fame of the graduates of the Normal College of the City of New York will be known and appreciated throughout the length and breadth of the land, and wherever educational acquirements of a high order are required their services will be sought for, from the Aroostook at the North to the Rio Grande at the South, and from the Atlantic at the East to the Pacific at the West.

President Smyth's remarks were received with great applause by the meeting. Mr. Commissioner William Wood was then introduced, and said:

COMMISSIONER WOOD'S SPEECH.

MR. PRESIDENT, LADIES AND GENTLEMEN: It is related of a certain Mr. Henry Wharton, a Quaker and a leading man in

Philadelphia during the Revolutionary War, that when that city was occupied by Sir William Howe, in the fall of 1777, he had to call on the British Commander-in-Chief, and entered the room with his hat off. Sir William said, "I am glad to see, Mr. Wharton, that you pay proper respect to the King's representative." "Friend Howe," said the Quaker, "I take off my hat because the weather is hot, and not out of respect to thee or to thy master." Ladies and gentlemen, *e converso*, if you will pardon me, I will put on my hat, not out of *dis*-respect to you, but because the weather is so cool, not to say cold.

Mr. President, the pleasant duty has been allotted to me of giving a brief history of the Normal College of the City of New York, for the education of young women, the corner-stone of the building to be occupied by which flourishing institution we are now about to lay.

In May, 1869, Mr. President, as you well recollect, under the act of the Legislature of that year, Mayor Hall nominated twelve of us to act as Commissioners of Education—seven Democrats and five Republicans—by a curious coincidence these members also represented the new members of the board and the old ones. I was myself one of the seven greenhorns, and you, Mr. President, one of the five veterans; but all, whether Democrats or Republicans, old hands or new, equally interested in the promotion of popular education.

We took office on the 12th of May, 1869, but it was not until the 15th of September following that, as a body, we felt sufficiently informed regarding our duties, present and prospective, as to take definite action regarding the latter. On that day our

associate Commissioner, Mr. Sands, offered the following resolution at the stated meeting of the Board:

"*Resolved*, That a special committee of five be appointed by the President of the Board to make a thorough examination into the whole public school system, with the view of ascertaining in what way a reduction of expenditure may be effected without impairing the efficiency of the schools, and to report at an early day the result of such examination to the Board."

The five Commissioners appointed on this committee were yourself, Mr. President, Mr. Sands, Chairman, Mr. Brennan, Mr. Lewis and myself; and on October 6, 1869, a very full and comprehensive report was made by the special committee known as the "Sands Committee" on all the subjects touched upon in the resolution which I have quoted. But the motion of the report germane to the object which brings us here to-day reads thus:

"Your committee is of opinion that the construction and establishment of a daily Normal School would be a wise and economical measure, and one that the wants of the system imperatively demand. A uniform system of training for teachers is essential to obtain a uniform system of instruction. The present supplementary classes, more particularly in the female department, is the only means of fitting teachers for educating the children of our public schools, and very inadequately carries out the views of our best educators. Inasmuch as the sum of $100,000 has already been set apart for the erection of a suitable building for the purpose of a daily Normal School, it is thought that prompt action should be had in this direction, because this institute will obviate the necessity of maintaining

fifty-four supplementary classes and the expenses attending them.

The total number of pupils in the 54 supplementary classes of the Female Grammar Schools was, in October, 1869, 1,047. The number in general, in each class, was from 9 to 50. In some departments the number of pupils taking the supplementary course amounted to 200.

On the 20th of October, 1869, so much of the report of the "Sands' Committee" as concerned the daily Normal School was referred to the Committee on Normal, Evening and Colored Schools; and on November 17, Mr. Bell, the chairman of that committee, made a report in favor of establishing a daily Normal School for females, and recommending the taking on lease of the premises 694 Broadway and Fourth street. On 1st December, 1869, Mr. Bell brought up a further report from the Normal School Committee, recommending the appointment of Mr. Thomas Hunter as President, and Mr. Arthur H. Dundon as Vice-President of the new institution, and proposing that these two gentlemen should at once proceed to visit all the Normal Schools in this and the neighboring States. This report was unanimously adopted by the Board of Education. On the 15th December, the Committee on By-Laws, of which, Mr. President, you were then the chairman, reported the necessary by-laws for the regulation of the Female Normal and High School. The formal organization of the institution was thus completed, and the appointment of the remaining members of the faculty and the tutors was all that remained to be done. But I ought to mention that between the 20th October and 17th November, a very important meeting, as concerns the Normal

College, had taken place, entirely outside of the scholastic precincts. On Saturday, 23d October, 1869, a dinner party met at the hospitable mansion of the former chairman of the Normal School Committee, Isaac Bell, Esq., at 26 West Twenty-second street, consisting of the members of the Board of Education and I will venture to say that no dinner party wss ever productive of such important results to the educational interests of the city of New York. No sooner was the cloth removed than

"The feast of reason and the flow of soul"

began, and the party, after a friendly and full discussion regarding the organization of a Normal School, divided itself into several committees, so as to perfect the various parts of the proposed organization, and to acquire suitable premises in which to carry on the school, and to select professors, tutors, &c. After this social gathering we held repeated evening meetings in the trustees' room of the Twelfth street school, so that before the 1st December, 1869, all preliminaries were agreed upon, and it only required the formal sanction of the Board of Education to put the plan adopted into actual practice, and this, as I have already mentioned, was effected by the several resolutions adopted on 17th November and 1st and 15th December, 1869.

On Monday, the 14th February, 1870, St. Valentine's day, (of all the days in the year) and therefore a very appropriate one for the inauguration of a *Female* Normal School, the first meeting of the school took place in the premises still occupied by the college, on Fourth street and Broadway, and appropriate addresses were delivered by Mayor Hall and others. On that day 1,068 pupils were received from the 54 supplementary classes of the Female Grammar Schools, and President Hunter

and his able coadjutors commenced the herculean task of welding this diversified mass into a homogeneous whole, and how admirably they have succeeded in their efforts those know best who are frequent visitors of the College and are cognizant of the *esprit de corps* which exists there.

The designation of the institution was changed by an act of the Legislature of 1870, chap. 383, section 12, from the "Normal and High School" to "Normal College of the City of New York," and the first Commencement took place at the Academy of Music on the 12th of July, 1870. The house was crowded from floor to ceiling, and hundreds, if not thousands, had to leave without gaining admittance. Mayor Hall and others addressed the magnificent assembly, and the vast crowd in attendance was exceedingly gratifying to the friends of the College, as indicative of the deep interest taken by the citizens in their novel enterprise.

Ninety-seven young ladies graduated at this first Commencement of the College.

The pit and stage were filled by the students of the College, and the beautiful sight will long be remembered with pleasure by those who had the happiness to be there. The average attendance for 1870 was 968.

The faculty and staff of the College, when fully organized, consisted of the President, Vice-President, three Professors, forming the faculty, and one Lady Superintendent, one Musical Directress, one Librarian and Secretary, twenty Lady Tutors (chosen from all the wards from the Battery to farthest Harlem), and one Male Tutor in Music.

The second Commencement took place on 26th June, 1871, at the Academy of Music, before a house literally crammed to overflowing, and the vast assemblage was addressed by that eloquent orator, Richard O'Gorman. On that occasion 151 young ladies graduated. The average attendance in 1871 was 940.

The attendance from 1st January to 1st March, 1872, averaged 930, and at the February examination only nine young ladies graduated, the regular period for graduating being in June, which is also the period for accessions of new students from the schools.

There are no less than four literary and scientific societies in the college; the oldest of these are the "Philomathean," which numbers 98 members, and the "Alpha-Beta-Gama," which numbers 99 members. These societies are doing immense service in developing the literary and scientific tastes of the young lady students, and giving them confidence in addressing assemblies which will be of infinite importance to them when they become teachers.

It was found necessary, in order to teach the students to become teachers, to have a Model Training School, and accordingly the house No. 17 St. Mark's Place was taken and fitted up for that purpose. Miss Martha Doak, from the well-known Primary Department of W. S. No. 14, of which she was vice-principal, was selected as principal, and five critic teachers, graduates of the Normal College, were given her as assistants. This school is part and parcel of the College. It was opened on 12th September, 1870, with only 39 pupils, but on the 14th March, 1872, the registered number of pupils had increased to 286

ınd the average attendance to 261, and the number of critic eachers has been increased to six, all graduates of the Normal ollege. To the Model Primary, detachments of from 25 to 30 oung ladies of the senior class of the College repair every day, nd are taught to teach the pupils under the supervision of the itic teachers, and the principal reports upon the performance each according to a printed form, to the President of the ollege, which reports are kept on file for future reference.

The Normal College has so fully proved by its work to be all ıat its warmest friends expected, that the president, professors, ıdy superintendent and tutors have good reason to be proud the result they have brought about. No breath of scandal as tarnished the fair fame of the college during the two years its existence in not the best neighborhood of New York, but he only one where the requisite accommodation could be obained. The oldest college of the English-speaking races is hat of "University College," Oxford, founded by king Alfred, xactly one thousand years ago, in 872. Its registered number f students was 384 on 31st December last. The youngest college ı Oxford, named after the well-known author of the Christian ear, is "Keble College," founded like our own Normal College ı 1870; on 31st December last it had only 36 registered stuents against 1,039 on register in our Normal College.

Mr. President, to the unwearying exertions and persistent al of yourself and Mr. Isaac Bell we owe the obtaining from e Corporation of New York of this noble site for the college ıilding of which we are now about to lay the corner stone. o locality could be more admirably adapted for such an insti-

tution. The land is nearly the highest on the island between this and the Battery.

"——— the air
Nimbly and sweetly recommends itself
Unto our gentle senses."

It is almost at the geographical centre of the island, and if the city progress in the future as it has done in the past, before thirty years the college will be in the centre of the population of the island, which is rapidly approaching it from all sides, south, north, east and west.

Our college, as you can see, is close by two of the monuments of the munificence of that honor to the Scottish race, James Lenox—the Lenox Library and the Presbyterian Hospital; the former, when finished, will rival the Astor Library, and to its stores of learning our students will have ready access. Also in near vicinity to the college are the Museum of Natural History and the Carnivorium of the Central Park; and our splendid Park itself is close by the college, and not even the groves of Academus themselves could rival this noble and stately "pleasaunce."

Yet, Mr. President, with all the wonderful success which has attended our enterprise, both as regards the education of the minds of our students and the amenities and conveniences of this site, there exist detractors of the one and objectors to the other. He of whom Pope wrote in Queen Anne's days is not without his congeners in ours; such

"Damn with faint praise, assent with civil leer,
And without sneering, teach the rest to sneer;
Willing to wound and yet afraid to strike,
Just hint a fault and hesitate dislike."

An evening paper of the highest literary standing and influence has asked, "Shall the Normal College be sustained?" and then proceeds to state the objections of certain parties both to the influence of the College on the Public Schools and to the situation of the new building. Sir, it may be that some of those objectors and assailants of the College may soon fill our places, but these we could yield without reluctance if we felt that our successors would adopt and cherish the noble institution which we have founded. God forbid that any who have sat by its cradle should live to follow its hearse. When the young Hebrew King's wisdom was first tested by the two mothers, the one with a living the other with a dead child, and both claiming the living, he told his officers to fetch a sword and divide the living child between the rival claimants; then, it is said, in the simple words of holy writ, the true mother's "bowels yearned upon her son," and she said, 'O, my Lord, give her the living child, and in no wise slay it.'" And so we say to the electors of New York, put this young and vigorous institution under the rule of our successors, but "let them in no wise slay it," but nourish and cherish it as if it were their own. Let them say, as we have done, to the young women of the public schools, the pride of our present, the hope of our future city:

"Here let them come, and live and learn and be,
All that not harms distinctive womanhood;
For woman is not an undeveloped man,
But diverse: Could we make her as the man,
Sweet love were slain—his dearest bond is this—
Not like to like, but like in difference,
Yet in the long years liker must they grow,
The man be more of woman, she of man.
He gain in sweetness and in moral height,
Nor lose the wrestling thews that throw the world;

She mental breadth, nor fail in childward care,
Nor lose the childlike in the larger mind—
Till at the last she set herself to man,
Like perfect music unto noble words."

CONTENTS OF THE STONE.

Mr. Nathaniel Jarvis, Jr., read the following list of articles placed in the box to be deposited in the corner stone:

Names of the Commissioners of Education and College Committees, Journal of Board of Education and financial report, December 29, 1869; entire Journal for the year 1870, annual reports, 1869, 1870, 1871 and to date, 1872; Manual of the Board of Education, 1870; Directory, 1871; Manual of Normal College, 1870; one set of United States coins, one set of United States fractional currency; the almanacs of the day; the "Four Centuries Calendar;" printed description of the college building and photographs; printed specifications of materials and work; names of architect, superintendent and builders; photographs of the Commissioners and others; proposals received to June 9, 1871, for erecting the buildings; one copy of each of the daily papers; subjects of the code relative to common schools of the city of New York, by divisions, September, 1871; a copy of the New York *School Journal* of March 16, and a copy of all the weekly papers published in the city.

President Smyth then took the box and deposited it in the corner stone. The top stone was then laid over and placed in position by Mr. Smyth, while at the same instant the sun broke out from behind a cloud, giving a beautiful appearance to the scene. The band played an appropriate selection, and the en-

tire assemblage broke into loud and prolonged cheers for the success of the Normal College.

Commissioner Fancher was then introduced to the assemblage, and said:

COMMISSIONER FANCHER'S SPEECH.

"MR. PRESIDENT, LADIES AND GENTLEMEN: We have assembled on this site of the Normal College to celebrate the beginning of a new enterprise, and to mark an epoch in the progress of education. Youth and those of maturer years have gathered here, hand in hand, with an intensity of belief in the interest and importance of the occasion. The building, whose corner stone is laid to-day, will be an anomaly among Temples of Fame in our country. Never before in its swift march of progress and rapid strides of events in its history, have the foundations of so large a building been laid for the uses to which this structure will be devoted. The design of this erection is to provide appropriate accommodations to educate and graduate young ladies as teachers, and to qualify them to become instructors of others. For this purpose an entire block of ground in this locality of the city has been set apart, and for this purpose the noble structure already here begun will arise and point its turrets toward the sky. According to the well-formed ideas of the architect's mind, and by the skillful appliance of the builder's art, a new creation will here leap forth at their command, whose graceful outlines will rival those of a romantic ideal, and soon the interior labyrinth of space will be fashioned into assembly room and hall, calisthenium and class-room, gallery and lecture-room, and other apartments, whose proportions will

combine with decorative art to brighten the smile and to quicken the genius of the fair devotees of learning who shall tarry at this shrine. These towers will long withstand the warring winds and the shaking storms, though at length they may molder with age, but the noble creations which learning will here embellish will remain; and the fires of genius which education will here brighten will flash along the courses of history and the pinnacle of fame, for generations to come.

The slow destroyer, Time, may drape with ivy and crumble in ruin buttresses of granite and walls of stone, while the influence of culture here begun shall grow mightier with the lapse of years, and continue an acquisition of the human spirit while it is immortal.

Education is a magician whose wand is never broken. Like the goddess in one of the Spanish romances, her reflections have *powers of permanency*, that perpetuate their impressions on the mirrors of the mind. Time only guards and age only hallows the picture. Then such glasses of acquisition and wisdom have, themselves, a strange power. They throw their rays over other watchful admirers, and the beholder carries away some of the transferred lustre. And thus it is that the lights of learning are never extinguished. The schools of to-day find in Homer ancient Troy rebuilded, and in Thucydides the war of Peloponnesus renewed.

The aim of mental culture is to train the intellectual faculties and to direct the mental energies to their true ends. This is a two-fold work—training and direction. Knowledge may be obtained from books which is not always culture. In true educa-

tion the intercourse with living hearts and voices is needful, as well as the use of books. Both these means should be of a character fitted to instruct, elevate and sweeten the mind. Habits, conduct and manners are influenced by the example and tuition of others, while knowledge is best derived from books, with the aid of instructors. Then this training must be directed to its true ends—usefulness,and the practice and service of morality and virtue. Thomas A'Kempis said, "What thou art in the sight of God, that thou truly art." Relation and duty to God and man are comprehended in this part of education. It is a great life-process only begun in the schools, and concerns its subjects not only in this world, but also in that which is to come.

The Normal College of this city, already in full operation, is calculated to give public satisfaction in these respects and in every respect. Its course of instruction is liberal, well devised and complete. Its order, arrangement and efficiency are unrivaled. Every pupil has her proper class; every class its proper department; every department its proper study; every study its proper grade; and when the thousand young ladies whose names are on the roll of the college are assembled in combined array, the bloom and lustre of the sight are only excelled by the proficiency and brightness of the mental accomplishments which they display.

Nothing is more needed to introduce other thousands of like aspirants to like advances in the higher walks of learning than the completion of the building whose corner-stone we have just laid; and nothing will commend the mental dowry of a young lady of twenty summers more than the finished culture which

distinguishes a graduate of the Normal College of the City of New York.

Public education is of the highest importance, not only for the individual benefit of pupils, but also as it respects the welfare of the community. Nothing tends to perpetuate our liberties and our free institutions more than the intelligence of the people, and there is no true intelligence without education.

Job describes the ostrich, which leaveth her eggs in the earth, to be warmed by the dust, and forgetteth that the foot may crush them, or that the wild beast may break them, and is hardened against her young. The reason is added: "Because God hath deprived her of wisdom, neither hath he imparted unto her understanding." The welfare of a people is imperilled where the means of education are not liberally provided. Narrow opinions and mistaken principles are the sure characteristics of uneducated men; and it is only an ostrich care which leaves the rising generation to uncertain opportunities of education. There is a law of connection and of mutual alliance between knowledge and liberty: education and prosperity.

There is not time to dwell upon the great subject of female education. It is full of importance and interest. To give to woman the means of liberal culture, such as are intended in this institution, is to increase her opportunities and to expand the sphere of her usefulness until it touches the horizon between her glory here and her glory hereafter.

But I must not detain you longer. Under the open arch of yon bending sky, in the fresh air of the early spring, and nigh the crowd, and hum and strife of busy men in this great city,

we have come to set up a stone which shall be for a pillar in a temple of education. May the favor of a propitious heaven forever shine upon the enterprise; and here, through many successive generations of coming years, may young minds, as full of promise as the buds of spring, be so nurtured that they shall unfold the brightest flowers and the richest fruitage of learning, to the honor of the Normal College of the City of New York.

At the conclusion of Mr. Fancher's speech there was more music, and President Hunter, of the college, was called on for the closing remarks. He said:

PRESIDENT HUNTER'S SPEECH.

LADIES AND GENTLEMEN: Commissioner Wood excused himself for keeping his hat on by stating tbat he was afraid of catching cold; I will excuse myself, too, by saying that I have already caught cold,from which I have been suffering for the past nine or ten days. With the northwest wind whistling over this building and the atmosphere threatening rain, it would be almost an act of cruelty to detain you with any extended remarks. Therefore, in what I have to say on this occasion I shall be as brief as possible, the more particularly as Commissioners Wood and Fancher have so ably gone over the whole ground.

What is a normal school? Normal signifies, according to law, standard or rule—that is to say, a normal school is a school in which instruction and government are given according to fixed laws and principles. The first normal school of which we have any account was established in the city of Berlin, in the year 1748, by John Julius Hecker. The student of history is well aware that a ruler may be wise and sagacious and at the

same time a bad man personally. Frederick the Great was skillful general and an able statesman, but had very little lo for his people or the human race in general. Yet looking in the future with that far-reaching mind of his, he saw that the little kingdom of Prussia was ever to become a great an prosperous state, it must be by carefully educating her peopl and hence, although struggling for existence against three four of the most powerful empires of Europe, he set apart fun to establish schools throughout the kingdom. In order to i sure a thorough system of public education there must be normal foundation. The grand empire founded by Frederic and consolidated by Bismarck owes its greatness to the simp fact that it has the best system of schools in Europe, perha in the world. From Germany normal schools spread in France, where there are now 89. Guizot, one of the greate and wisest statesmen who ever governed that country, estal lished these schools. When Minister of Public Instruction h found a few normal schools poorly endowed and wretchedl managed. Before he retired from office he left them in a flou ishing condition. Massachusetts was the first state in Americ to adopt the normal system, and now normal schools hav spread over the whole country. Education cannot be measure by the yard like tape, or ribbon, or silk; it cannot be weighe by the hogshead like sugar; because it is insensible and intan gible—a thing of slow growth, and hence many men cann comprehend it. But it is safe to say that a system of norm schools, which has had such advocates as Froebel and Guizo as Horace Mann and Edward Everett, must possess inhere excellences, which ought to command the respect of all tho who favor the cause of public school education. Which of yo

would employ an untrained lawyer to defend your case in court? Which of you would secure the services of an untrained physician to cure a sick friend or relative? Then why employ an untrained teacher to instruct your children? The training and cultivation of a child's mind, from five years old up to manhood or womanhood, is one of the most important duties that can fall to the lot of humanity. The object of a normal school is to give the teacher that professional training which is absolutely indispensable.

Some have advocated the normal school, pure and simple, and have stated that the academic department should be divorced from it. But wherever this plan has been tried, it has utterly failed. It was attempted in Oswego, and, I think, in Trenton, and did not succeed. If a young lady had sufficient education to qualify her for the normal instruction, pure and simple, it was found that she could always obtain a position as a teacher at a fair salary. Before normal instruction was possible it was necessary to make the pupils good scholars. There should be a thorough academic course; normal instruction should permeate it from the very beginning, and during the last year especial attention should be given to practice in the training school and to the methods and principles which underlie correct teaching. In the city of Boston they are now considering the advisability of divorcing the academic from the normal course, and when one of the committee called upon me the other day I strongly advised him against such a measure as unwise and inexpedient.

We have many classes of teachers. First, the talking, telling teacher, without plan or system; second, the mechanical teacher, who asks questions from a book and receives just the

answers printed therein, whose influence is to convert scholars into a sort of machinery; third, the temporary teacher, who makes use of the position while studying for some other profession or avocation in life; fourth, the teacher who knows too little and does not even know how to impart that little; fifth, the teacher who knows too much and who is always far above the comprehension of his scholars; sixth, the careful, conscientious, zealous and thoroughly qualified teacher, who works according to plan and system and achieves the very best results. I am happy to say that New York has in her public schools many hundreds of this class. And the object of this Normal College is to so train and educate the future teachers of this city that there shall not be found a single inefficient instructor in any department, primary or grammar, within her borders.

To the Board of Education, to the Committees on Normal College, and especially to Commissioners Bell and Wood and President Smyth, are we indebted for this magnificent site and splendid edifice (splendid it will be when completed). To Mr. Stagg, the architect, are we indebted for the plan which is completely adapted to meet the wants of the pupils, and yet is so arranged that from every position the angles and perspective are exceedingly beautiful. This edifice will be at the same time cheap, ornamental, and suited for the purpose intended.

The proceedings then terminated, and the assemblage dispersed. Among those present were President Smyth, Commissioners Jarvis, Wood, Fancher, Lewis and Sands, Dr. Ormiston, Inspector Agnew, President Hunter and the Faculty of the Normal College, Trustee Moore, Erastus Littlefield, Hon Lawrence D. Kiernan, Hon. John T. Agnew and others.

LIST OF GRADUATES JUNE 30, 1875, IN THE ORDER OF MERIT.

A 6th.

Order of Merit.	NAME.	Order of Merit.	NAME.
1	Erbschloe, Mignonette	17	Chapin, Edna L.
2	Grady, Fannie	18	Kelly, Esther C.
3	Audubon, Annie	19	Crommelin, May
4	Baum, Esther	20	Raftery, Mary
5	Lyell, Mary	21	Brown, Mary
6	Acker, Sarah	22	Hurley, Ellie
7	Walters, Rachel	23	Knoth, Minnie E.
8	Gannon, Emma	24	McGovern, Rose
9	Geary, Mary	25	Thiers, Bertha
10	Van Peake, Ella L.	26	Colby, Malvina
11	Thompson, Kate	27	Muldoon, Lizzie
12	King, Ella	28	Shields, Minnie
13	Frost, Alice L.	29	Williams, Irene
14	Thiers, Sarah	30	Lawrence, Emma
15	Roberts, Hester	31	Howell, Louise
16	Macfarlane, Mary	32	Tingley, Georgiana

B 6th.

1	Davis, Betsey B.	22	Healy, Julia A.
2	Merington, Marguerite	22	DeMilt, Hannah W.
3	Dennison, Julia M.	24	Tewey, Maggie
4	Merington, Mary	25	Howlett, Mary V.
5	Lindheimer, Ida B.	26	Nevers, Anna
6	Doherty, Elizabeth F.	27	Raymond, Estelle
7	Hassell, Fannie E.	28	Twomey, Joanna
8	Keller. Emma S.	29	Peterson, Laura
9	Bowes, Edith	30	McCarthy, Maggie
10	Neely, Sarah E.	31	Chase, Mary
11	Strauss, Jeanette	32	Shields, Katie
12	Rutter, Fannie	33	Tower, Susie L.
13	Trainer, Kate	34	Lalor, Mary
14	Knight, Lizzie	35	Van Wie, Beulah
15	Duff, Mary A.	36	Roberts Carrie G.
16	Murphy, Theresa	37	Soper, Alfaretta
17	Mason, Minnie	38	Nussbaum, Rebecca
18	Crowley Kate	39	Albro, Sarah J.
19	Taylor, Madge J.	40	Cassidy, Katie T.
19	Waters, Josephine C.	42	Fisher, Pauline,
21	Harper, Catherine	41	Corrigan, Mary

C 6th.

Order of Merit.	NAME.	Order of Merit.	NAME.
1	Cummings, Sarah	22	Thomson, Barbara
2	Cilly, Euphemia	23	Levie, Gertrude
3	Lyendecker, Barbara	24	Ashley, Helena
4	Mahony, Mary	25	Clarke, Grace
5	Brennan, Ada	26	Osborne, Mary
6	American, Clara	27	Schwab, Betty
7	Schmidt, Louisa	28	Eustice, Katie
8	Hawkey, Isabella	29	Egbert, Annie
9	Erdman, Theresa	30	Morrison, Ella A.
10	Van Dyck, Annie	31	Carroll, Ella
11	Gallagher, Mary	32	Brounere, Josephine
12	Warring, Mary	33	Frisbee, Kate
13	Clift, Agnes	34	Wheaton, Mary
14	Wallaner, Josephine	35	O'Brien, Mary
15	Corbally, Mary	36	Kamak, Rachel
16	Stern, Sarah	37	Harrigan, Mary
17	Bade, Sophie	38	Sheridan, Maggie
18	Gleeson, Julia	39	Cowell, Ida
19	Barrington, Sarah	40	Morton, Emeline
20	Schuster, Bettie	41	Coughlin, Ella M.
21	Wooster, Louisa	42	Watson, Josephine

D 6th.

1	Davies, Kate	23	Brown, Mary C.
2	Funk, Ellie	24	Hoffman, Sylvia
3	Japha, Henrietta	25	Hellman, Matilda
4	Dowdall, Agnes	26	Mack, Emma
5	Jaroslawski, Hulda	27	Russell, Janet
6	Crane, Carra N	28	Corbin, M. Louise
7	Beam, Kate	29	Prior, Mary A.
8	McCabe, Rosetta M.	30	Michael, Leah
9	Murphy, Catharine C.	31	Stafford, Joanna
10	Jury, Maria	32	McArdle, Anna
11	Weir, Anna E.	33	Stuart, Eunice E.
12	Rider, Ada	34	Callahan, Mary L.
13	Zetzman, Mary A.	35	Thomas, Clara
14	Hede, Helena E.	36	Norcott, Lottie A.
15	Garson, Eva	37	Ziegler, Julia C.
16	Lecocq, Lucie M.	38	Ward, Mary
17	Higgins, Hannah	39	Torrens, Matilda
18	Webb, Ida R.	40	Whitney, Hannah S.
19	Weaver Jennie L.	41	Whelpley, Adelaide
20	Heydorn, Caroline C.	42	Slowey, Emma
21	Sammis, Alma	43	McClellan, Katie
22	Foss, Mary G.	44	Bruen, Ada

A 6th.

Standing	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
6	Acker, Sarah	87	99	0	0	0	0
3	Audubon, Annie	89 7-15	92 1-2	4½	2	0	1
4	Baum, Esther	88 8-15	95	1	3	0	2
1	Brown, Mary	75	93 1-4	3¼	5	0	4
7	Carolan, Mary	58	90	1	8	1	5
7	Chapin, Edna L	79	96	2	1	0	1
3	Clancey, Kate	70 6 15	92	4	3	0	2
3	Coan, Gertrude	70 1-15	98	0	1	0	0
6	Colby, Malvina	79	99	0	0	1	0
9	Crommelin, May	76 12-15	97	2	0	0	1
1	Erbschloe, Mignonette	95 9-15	99	0	0	0	0
3	Frost, Alice L	81 8-15	95 3-4	3¼	1	0	0
8	Gannon, Emma	85 9-15	87	3	9	1	11
2	Grady, Fanny	92 4-15	99	0	0	0	0
9	Geary, Mary	84 2-15	96 1-2	2½	0	0	0
1	Howell, Louise	77 6-15	98 1-2	½	0	0	0
2	Hurley, Ellie	81 7-15	98	1	0	0	4
8	Kelly, Esther C	77 2-15	96	0	3	0	2
2	King, Ella	82 4-15	93	6	0	0	0
3	Knoth, Minnie E	80 13-15	98	1	0	0	0
0	Lawrence, Emma	75 10-15	92	5	2	0	0
5	Lyell, Mary	87 12-15	90 1-2	1	7½	0	1
1	Levy, Annie		87	22	0	1	0
6	McFarlane, Mary	79 13-15	97 3-4	1¼	0	0	1
6	McCarthy, Emily	66 9-15	92	6	1	3	0
4	McCormick, Kate	69 6-15	88 1-2	10½	3	1	0
4	McGovern, Rosa	82 1-15	96	2	1	0	0
7	Muldoon, Lizzie	78 8-15	92	7	0	2	0
5	Patsourie, Antonia	68 10-15	84	15	0	0	0
8	Rotherts, Louisa		0	99	0	0	0
0	Raftery, Mary	74 10-15	96	1	2	0	0
5	Roberts, Hester	80 11-15	98	0	1	0	0
9	Samek, Bertha		23	55	21	0	0
0	Schoonmaker, Amanda		85	13	1	0	0
6	Schwab, Bertha	80 2-15	99	0	0	0	0
8	Shields, Minnie	75	97	2	0	0	0
2	Terhune, Mary	68 2-15	90	1	8	0	0
4	Thiers, Sarah	80 12-15	94 1-2	3	1½	0	0
1	Thompson, Kate	83 5-15	99	0	0	2	0
9	Tingley, Georgiana	75	99	0	0	0	0
0	VanPeake, Ella L	83 10-15	94	3	2	0	0
7	Walters, Rachel	86 12-15	92	7	0	0	1
9	Williams, Irene	75 3-15	98	0	1	0	0

B 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
39	Albro, Sarah J	75	95	0	4	0	0
9	Bowes, Edith	93	95	3	1	0	0
41	Corrigan, Mary L	75	98	0	1	0	3
31	Chase, Mary V. B	81	99	0	0	0	0
18	Crowley, Kate C	88	99	0	0	0	0
40	Cassidy, Kate T	75	99	0	0	0	0
15	Duff, Mary A	90	99	0	0	0	1
6	Dougherty, Eliz. F	94	94	3	2	2	0
22	Demilt, Hannah	86	87	0	12	0	10
3	Dennison, Julia M	96	99	0	0	0	0
1	Davis, Betsey B	97 8-15	96	2	1	1	0
47	Freedman, Pauline						
42	Fisher Pauline	79	93	4	1	1	0
43	Harrington, Mary E	75	93	1	5	0	1
22	Healy, Julia L	86	99	0	0	1	0
25	Howlett, Mary V	86	95	4	0	0	0
7	Hassell, Fannie E	94	98	1	0	8	0
46	Higgins, Hannah J		79	5	15	0	0
21	Harper, Catharine	87	99	0	0	38	0
8	Keller, Emma S	94	96	3	0	0	0
14	Knight, Lizzie	90	99	0	0	0	0
45	Keech, Marion J	73	93	0	6	0	0
5	Lindheimer, Ida B	95	97	2	0	0	0
34	Lalor, Mary E	80	96	0	3	0	0
17	Mason, Minnie S	88	94	0	5	1	0
30	McCarthy, Maggie	83	99	0	0	0	0
16	Murphy, Theresa	89	98	1	0	0	0
4	Merington Mary	96	99	0	0	0	0
2	Merington, Margaritte	97	99	0	0	0	0
10	Neely, Sarah E	93	95	4	0	0	2
26	Nevers, Annie	85	95	4	0	0	3
38	Nussbaum, Rebecca	77	98	1	0	2	0
29	Peterson, Laura	83	99	0	0	0	0
12	Rulter, Fannie E	92	99	0	0	2	0
27	Raymond Estelle	85	99	0	0	0	0
36	Roberts, Carrie G	80	98	1	0	0	1
32	Shields, Katie C	81	96	3	0	0	0
37	Soper, Alfaretta	77	94	4	1	0	0
11	Strauss, Jeanette	92	97	2	0	0	0
33	Tower, Susie L	80	98	0	1	0	5
28	Twomey, Joanna	85	99	0	0	0	0
13	Trainor, Katie	90	97	2	0	0	0
19	Taylor, Maggie	87	99	0	0	13	0
24	Tewey, Maggie	86	97	2	0	80	0
35	Van Wie Beulah	80	99	0	0	0	0
19	Waters, Josie C	87	88	11	0	0	0

C 6th.

NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused	No of times late excused.	No. of times late unexcused.
ican, Clara.....	93 7-15	99	0	0	0	0
r, Helena	84 9-15	96	3	0	0	0
Sophie.....	86 13 15	95	4	0	4	0
ıgton, Sarah.....	86	97	2	0	0	0
ıan, Ada.....	95	99	0	0	0	0
ere, Josephine.....	81 13-15	95	4	0	1	0
ll, Ella.....	82 2-15	94	5	0	1	0
, Euphemia.....	96 6-15	99	0	0	0	0
e, Grace.....	84 6-15	95	4	0	0	0
Agnes.....	90 6-15	95	4	0	0	0
lly, Mary.....	87 12-15	98	1	0	0	0
ılan, Ella.....	74 14-15	98	1	0	0	0
l, Ida.....	76 14 15	96	3	0	0	0
ings, Sarah.....	97 7-15	99	0	0	0	0
t, Annie.....	83 4-15	98	1	0	0	0
an, Yereka.....	91 11-15	97	2	0	0	0
ce, Katie.....	83 4-15	95	4	0	2	0
e, Kate.....	81 3-15	98	1	0	0	0
ther, Mary.....	91 4-15	97	2	0	0	0
on, Julia.....	86 5-15	97	2	0	0	0
gan, Mary.....	79 14-15	97	2	0	0	0
ey, Isabella.....	92 5 15	99	0	0	0	0
sman, Maria.....	71 4 15	97	2	0	0	0
k, Rachel.....	80 4-15	96	3	0	0	0
lly, Mary.....	69 10-15	96	3	0	0	0
Gertrude.....	84 13-15	96	3	0	0	0
lecker, Barbara...	95 8-15	96	3	0	0	0
ay, Mary.....	95 2-15	98	1	0	1	0
son, Ella A.....	82 13 15	92	7	0	3	0
n, Emeline.....	75 2-15	98	1	0	0	0
n, Mary.....	80 13-15	99	0	0	0	0
ne, Mary.....	84	97	2	0	0	0
dt, Louise.....	92 9-15	99	0	0	0	0
er, Bettie.....	86	99	0	0	0	0
b, Betty.....	83 11-15	97	2	0	1	0
r, Augusta.....	73 3-15	98	1	0	1	0
an, Maggie.....	77 1-15	98	1	0	0	0
Sarah.....	87	99	0	0	0	0
son, Barbara....	85	93	6	0	0	0
tyke, Anne.....	91 6-15	99	0	0	0	0
ıer, Josephine....	89 10-15	99	0	0	0	0
n, Josephine.....	74 11-15	89	10	0	0	0
g, Mary.....	91 1-15	98	1	0	0	0
on, Mary.....	80 14-15	93	6	0	1	0
er, Louise.....	85 14-15	99	0	0	0	0

D 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
7	Beam, Kate	92	98	1	0	0	0
23	Brown, Mary	85	96	2	1	0	2
36	Bruen, Ada	79	97	1	1	0	0
43	Cavanagh, Mary	69	96	0	3	2	3
34	Callahan, Anna	79	95	1	3	0	0
6	Crane, Carra N.	94	99	0	0	0	0
28	Corbin, Maggie	82	97	2	0	0	0
1	Davies, Katie	97 1-5	98	1	0	0	0
4	Dowdall, Agnes	94	98	1	0	0	0
22	Foss, Mary G.	85	98	1	0	0	2
2	Funk, Ellie	95	93	6	0		0
15	Garson, Eva	86	97	2	0	0	0
24	Hoffman, Sylvia	85	99	0	0	0	1
17	Higgins, Hannah	86	99	0	0	0	1
13	Heade, Helena	88	89	1	9	0	1
25	Hellman, Matilda	83	97	2	0	0	0
20	Heydorn, Caroline	85	95	4	0	0	0
3	Japha, Henrietta	94	92	2	0	1	0
5	Jaroslawski, Hulda	94	98	1	0		0
10	Jury, Maria	91	95	3	1	0	0
16	Lecocq, Lucy	86	96	3	0	0	0
32	McArdle, Anna	81	99	0	0	0	1
26	Mack Emma	82	97	2	0	0	0
8	McCabe, Rosetta	91	96	2	1	0	0
42	McCleish, Lizzie	73	98	0		0	1
32	McClellan, Katie	81	97			0	1
30	Michael, Leah	82	93	6	0	0	0
9	Murphy, K. C.	91	98	0	1	0	1
	Murphy, Kate H.	..	0	99	0	0	0
36	Norcott, Lottie	79	95	1	3	0	1
29	Prior, Mary	82	97	0	2	0	4
12	Rider, Ada	88	98	1	0	0	0
27	Russell, Jeanette	83	95	2	2	0	0
21	Sammis, Alma	85	97	1		0	1
31	Stafford, Joanna	82	97	2	0	0	
33	Stuart, Eunice	80	91	7	1	0	0
31	Slowey, Emma	82	98	0	1	0	0
35	Thomas, Clara	79	99	0	0	0	1
39	Torrens, Matilda	77	93	2	4	0	2
44	Van Iderstine, Clara	67	87	8	4	1	1
38	Ward, Mary	77	95	0	4	0	2
19	Weaver, Jennie	85	99	0	0	0	0
18	Webb, Ida	86	98	1	0	0	0
11	Weir, Annie	89	92	5	2	0	0
41	Whelpley, Adelaide	75	97	1	1	0	0
40	Whitney, Hannah	75	98	1	0	0	0
37	Zeigler, Julia	78	99	0	0	0	0
13	Zetzman, Mary	88	99	0	0	0	0

A 5th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No of times late excused.	No of times late unexcused.
5	Adler, Bertha	90	94	5	0	0	0
7	Burnette, Emma	88	94	0	5	0	0
40	Bennett, Emily	71	91	0	8	0	1
40	Byrdsall, Louise	71	71	7	21	0	0
14	Byrnes, Catharine A	83	91	5	3	0	0
12	Beckwith, Marie L	84	97	0	2	0	1
28	Bradley, Elvina M	77	91	1	7	0	0
35	Boak, Mary W	75	97	2	0	0	0
12	Coakley, Margaret M	84	94	5	0	1	1
47	Charlton, Laura	..	87	4	8	0	0
25	Coady, Margaret E	78	89	10	0	0	0
22	Duffy, Helen Agnes	79	99	0	0	0	3
25	Dooner, Elizabeth M	78	96	2	1	1	3
33	Dennison, Cynthia N	76	99	0	0	0	0
1	Frank, Pauline	96	98	0	1	0	0
39	Fowler, Olive E	71	98	1	0	0	0
7	Graham, Mary L	88	99	0	0	0	0
5	Hatch, Kate A	90	93	1	5	0	0
28	Hinds, Elizabeth S	77	89	2	8	0	1
50	Hennessy, Augusta M	..	56	43	0	0	2
1	Hawthorn, Emma	96	92	1	6	0	2
45	Harris, Grace	61	95	1	3	0	6
4	Johnson, Emma A	81	98	0	1	0	1
14	Joyce, Cecelia A	83	94	1	4	0	1
33	Jackson, Adelia S	76	86	7	6	0	0
37	Kennedy, Martha	74	91	3	5	0	0
38	Kelly, Aloysia C	75	93	1	5	0	4
48	Laucer, Maria	..	84	5	10	0	1
20	Lawrence, Irene	81	85	2	12	0	0
10	Lucke, Julia	85	98	1	0	0	0
18	Loughlin, Ellen	82	93	1	5	0	0
46	May. Matilda	60	85	8	6	0	0
10	Meynen, Mary M	85	95	4	0	0	0
3	Morrison, Laura	93	96	0	3	0	0
14	Magunigal, Sarah	83	89	8	2	0	0
42	Maxwell, Frances J	67	81	2	16	0	0
35	McElhinney, Sarah	75	94	0	5	0	2
52	Moore, Fannie L	..	26	73	0	0	0
7	Neary, Elizabeth Mary	88	80	3	16	0	3
35	Nicholson, Ellen J	75	91	2	6	0	0
21	O'Brien, Bridget	80	84	11	4	0	0
28	Padbury, Charlotte	77	64	16	19	0	0
29	Pell, Hannah C	79	80	8	11	5	3
22	Rooney, Theresa C. E	79	97	2	0	0	0
18	Reilly, Rose Ann	82	90	4	5	0	0

A 5th.—Continued.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
49	Stevane, Bertha	..	81	4	14	0	0	
51	Smith, Maria A	..	55	2	5	0	4	Left May
14	Searle, Florence	83	98	0	1	0	0	
53	Scott, Annie	..	9	3	0	0	0	Left Feb.
28	Smith, Julia H	77	77	13	9	0	3	
28	Thistle, Mary	77	93	0	6	1	1	
25	Van Tine, Annie	78	93	3	3	0	0	
43	Williams. Annie E	66	98	1	0	0	0	
43	Wagner, Maria L	66	95	3	1	0	0	
50	Lewinson, Sarah	..	..	..	..	..	..	Left Feb

A 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
6	Becker, Emma	87	87	12	0	0	0
36	Byrne, Mary A	71	99	0	0	0	0
16	Bauer, Lizzie W	80	99	0	0	0	2
24	Cullen Margaret	78	96	3	0	0	0
33	Corrigan, Sarah	75	97	2	0	0	3
32	Cooper, May	75	92	2	5	0	1
46	Connolly, Catherine	..	60	39	0	0	1
43	Eddie, Addie	62	96	3	0	0	0
15	Funk, Teresa	82	98	0	1	1	0
10	Fernandez, Julia	83	96	2	1	0	0
30	Figuera, Josephine	75	97	0	2	1	0
2	Gerlitz, Henrietta	93	99	0	0	0	0
34	Gugenheim, Belle	75	94	3	2	0	2
6	Horn, Emma	87	99	0	0	0	0
17	Hart, Henrietta	80	98	0	1	0	1
23	Herriet, Hebe	78	96	3	0	0	2
40	Kenney, Annie	75	98	1	0	0	1
12	Loch, Joanna	82	92	6	1	0	4
13	Levie, Eugene	82	94	3	2	0	0
18	Lobdell, Eleanor	79	88	10	1	0	0
11	Lovegrove, Mary	83	93	6	0	0	0
45	Laird, Maria	..	93	5	1	0	3
13	Madden, Mary	82	95	2	2	2	0
42	McConville, Alice	64	96	1	2	1	0
37	Mathews, Dennie	71	97	2	0	1	0
1	Nicholson, Sarah	95	99	0	0	0	0
41	O'Connell, Kate	67	95	2	2	0	7
27	Payne, Anna	76	96	0	3	0	0
26	Parsons, Katie	77	86	8	5	1	0
4	Ralph, Mary	90	99	0	0	0	0
20	Reese, Joanna	79	99	0	0	0	0
27	Rothschild Harrietine	76	93	6	0	0	0
38	Redfield, Amelia	70	91	5	3	0	0
9	Schaefer, Louise	83	98	1	0	1	0
19	Sutliffe, Margaret	79	97	2	0	0	0
31	Scruton, Margaret	75	94	5	0	0	2
29	Sayles, Carrie	76	94	4	1	0	0
3	Serre, Felicie	90	96	3	0	0	0
39	Treacy, Kate	75	99	0	0	0	0
35	Wallis, Annie	72	84	15	0	0	0
21	Wiegand, Sophie	78	98	1	0	0	0
5	Woelfler, Rosa	87	99	0	0	0	0
21	Wagner, Anna	78	99	0	0	1	0
8	Ward, Eva M	85	99	0	0	0	0
25	Wood, Ida E	77	93	1	5	0	0
44	Yale, Maria	61	85	8	4	1	0

B 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused	No. of times late excused.	No. of times late unexcused.
26	Bergen, Mary	77	94	3	2	0	1
3	Blake, Katherine	94	93	3	0	1	0
19	Brown, Caroline	81	98	1	0	30	0
11	Browne, Susannah	88	99	0	0	0	0
1	Brush, Lily	97	99	0	0	3	0
41	Buzby, Ella	69	96	1	2	0	0
2	Brockway, Ella	95	99	0	0	0	0
19	Biegel, Katie	81	99	0	0	0	0
30	Campbell, Maggie	77	91	6	2	0	1
29	Carter, Helen J.	76	83	13	3	0	0
17	Cook, Mary G.	83	78	21	0	0	0
7	Coue, Nel ie G	89	95	4	0	2	0
26	Crawford, Stella	77	98	1	0	0	0
7	Davidson, Harriet	89	95	3	1	0	0
38	Dean, Margaret	71	98	0	1	0	1
33	Delaney, Josephine	75	95	1	3	0	0
30	D nohue, Hannah	75	95	4	0		1
14	Drummond, Katherine	85	98	1	0	2	2
43	Donaldson, Adelaide	66	81	16	2	1	0
14	Eldridge, Jennie B	85	89	8	2	6	0
7	Elkus, Adelaide	89	92	4	3	0	0
19	Fessenden, Carrie	81	99	0	0	0	0
36	Flanders, Katie	75	89	6	4	0	0
42	Goetze, Jennie	68	94	2	3	0	
16	Gugenheim, Jennie	84	81	13	5	0	
45	Gallagher, Mary	59	85	12	2	0	0
6	Hickok, Lottie	91	98	0	1	0	0
24	Hillier, Florence	78	93	5	1	0	0
3	Holmes, Hattie L.	94	98	1	0	0	0
23	Jarvis, Mary F.	80	86	13	0	34	0
26	Kessler, Annie	77	99	0	0	0	0
46	Keogh, M rgaret	55	97	0	2	0	4
30	Lounsberry, Margaret	75	96	1	2	0	
5	Mackey, Annie	93	98	1	0	0	
36	Mannion, Annie G	75	91	6	2	0	4
19	Marcus, Herbert	81	92	5	2	0	1
33	Masson, Hyacinth	75	98		0	0	0
11	Minnelli, Adrienne	88	95	2	2	0	0
13	Muir, Margaret A	87	96	3	0	0	0
24	Partridge Idell	78	98		0	0	0
38	Pollock, Clara	75	86	6	7	0	8
38	Rankin, Ella S.	71	99	0	0	0	0
33	Robin, Adele G	75	86	7	6	1	2
18	Saunders, Adele	82	99	0	0	0	0
7	Stein, Flora	89	97	2	0	0	0
44	Smith, Margaret	63	93	2	4	1	4

C 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.		No. of Days Absent excused.		No of Days Absent unexcused.	No. of times late excused.	No of times late unexcused.	
33	Barnaby, Stella	75	85	1-2	11	1-2	2	0	0	
22	Becker, Bella	84	96		3		0	0	0	
5	Burrows, Anna	95	99		0		0	0	0	
	Blaney, Mary	..	9		19		0	0	0	Left M'ch 12, '75.
4	Bulkley, Maggie	97	99		0		0	0	0	
29	Carley, Katie	76	97		0		2	0	1	
34	Cassidy, Annie	75	81		18		0	0	0	
6	Conklin, Ellie	94	91		4		4	0	1	
31	Conboy, Loretta	75	97		1		1	0	0	
8	Cohen, Lillie	93	96	1-2	2	1-2	0	0	0	
37	Clift, Martha	68	94	1-2	2	1-2	2	0	0	
28	Donnelly, Ellie	79	91		6		2	0	2	
19	Davis, Julia	88	95		2		2	0	0	
21	Forster, Fannie	84	87	1-2	5	1-2	6	2	0	
2	Frost, Ellinor	98	66	1-2	32	1-2	0	0	0	
22	Friend, Bella	84	98		1		0	0	0	
20	Guy, Margaret	85	84		9		6	0	0	
24	Hagemeyer, Louisa	82	99		0		0	0	0	
12	Hamilton, Elizabeth	91	99		0		0	0	1	
17	Hamilton, Clara	88	99		0		0	0	1	
36	Healy, Mary	70	90	1-2	5	1-2	3	0	0	
14	Hirsch, Jennie	90	99		0		0	0	1	
7	Kirk, Ella	93	97		1			0	0	
30	Kleinert, Deborah	75	92		6		1	0	1	
17	Kyle, Jeannette	88	98		0		1	0	0	
1	Klauser, Emma	99	3-8	99	0		0	0	0	
38	Lay, Louisa	..	67		32		0	0	0	
10	Lohsen, Anna	91	99		0		0	0	0	
39	Lougo, Emma	..	37	1-2	61	1-2	0	0	0	
13	Lee, Maria	90	96		0		3	0	0	
10	McIlroy, Mary	91	93	1-2	5	1-2	0	0	0	
34	Nicholson, Alice	75	96	1-2	2	1-2	0	0	2	
3	Pitkin, Carrie	98	99		0		0	1	0	
16	Popper, Laura	89	99		0		0	0	0	
15	Stork, Laura	89	99		0		0	0	0	
32	Smith, Jessie	75	97	1-2	..	1-2	1	0	0	
26	Thomas, Jennie	81	95		3		1	0	1	
27	Thompson, Martha	80	97		2		0	0	0	
9	Vail, Florence	91	89		10		0	0	0	
20	Woodgate, Jane	86	98		0		1	0	0	
25	Ward, Carrie	82	92		4		3	0	3	

D 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No of times late unexcused.	
12	Albro, Wealthy H	82	95	3	1	0	0	
27	Adair, Laura	75	97	2	0	0	0	
2	Blake, Bessie D	94	99	0	0	0	0	
12	Balkin, Louise	82	86	6	7	0	0	
22	Buckley, Lucy C	76	89	4	6	0	5	
32	Conklin, Kate	72	93	6	0	0	0	
26	Campbell, Jennie	75	97	1	1	0	0	
41	Dibble, Julia A	..	3	0	20	0	0	Dis. May
40	Drey, Rosabella	..	0	99	0	0	0	Left April
22	Donnellan, Matilda	76	89	7	3	6	0	
9	Folsom, Annie	83	86	4	9	0	9	
9	Forsyth, Adelaide	83	98	0	1	0	0	
16	Flohr, Isabel M	81	94	4	1	1	0	
19	Hughes, Maggie	78	93	3	3	0	0	
8	Haas, Amelia	85	98	0	1	0	0	
37	Harris, Annie	67	96	2	1	10	1	
36	Hyde, Katie E	69	91	5	3	2	0	
20	Jones, Agnes	77	87	4	8	0	0	
4	Kraemer, Pauline	89	95	4	0	0	0	
1	Kinsella, Elizabeth	97	97	2	0	0	0	
35	Kiernan, Sarah A	..	85	10	4	0	0	
3	Lederer, Lily	91	97	2	0	0	0	
32	Lawler, Mary	72	99	0	0	1	0	
22	Midgley, Katie A	76	85	4	10	0	0	
7	Miner, Clara W	87	93	6	0	0	0	
19	Murray, Christine	78	0	15	4	0	0	
5	Monks, Jennie	88	95	2	2	0	0	
12	Muir, Mary	82	93	5	1	0	0	
16	Monks, Mary C	81	97	1	1	0	0	
12	Meynen, Anna E	82	97	0	0	0	0	
38	Perley, Carrie	64	96	1	2	0	0	
34	Rich, Sarah E	75	88	6	5	0	0	
29	Smith, Jennie L	75	49	50	0	0	0	
..	Sandhagen, Mary	..	33	14	0	0	0	Left April
30	Smith, Libbie N	73	89	6	4	1	3	
22	Smith, Lizzie	76	92	3	4	0	0	
5	Stillwell, Oretta	88	99	0	0	0	0	
18	Van Wart, Louisa	80	98	0	1	0	0	
9	Wolfsbruck, Nettie	83	99	0	0	0	0	
35	Whitley, Matilda	70	99	0	0	0	4	
31	Wood, Oleta	73	96	1	2	0	0	
39	Whitney, Ida	..	10	89	0	0	0	
28	Wallenstein, Hattie	75	93	6	0	0	0	

E 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
31	Adams, Jennie	75	95	3	1	3	5	
6	Bevier, Catharine	93	98 4-5	1-5	0	1	0	
18	Buch, Belle C	86	93 3-5	2-5	0	0	0	
30	Bunce, Florene	76	85	14	0	1	0	
37	Bird, Rosetta	67	96	0	3	0	0	
18	Cuthell, Annie	86	98 3-5	2-5	0	1	2	
40	Cole, Ida Amelia	..	41	58	0	0	0	
10	Devoe, Ella	91	99	0	0	0	0	
36	Day, Annie	72	95	4	0	0	0	
31	Dias, Annie L	75	99	0	0	0	0	
3	Dealing, May	95	92	7	0	1	0	
31	Davis, Helena	75	99	0	0	0	0	
14	Dole, Francis A	89	96	3	1	0	2	
18	Fuller, Alma A	86	89	10	0	0	2	
39	Fuller, Anna A	..	50	0	0	1	0	Left April 16, 1875.
1	French, Alberta	97	96	3	0	0	2	
26	Giles, Alice M	80	91	5	2	0	0	
26	Getler, Lillie	80	91 3-5	7 2-5	0	0	1	
6	Houtgman, Henrietta	93	95	6	1	0	1	
38	Hale, Marian E	..	46 4-5	7 1-5	19	0	0	Left June 6, 1875.
24	Irwin, Alberta L	84	97	2	0	0	1	
16	Knoepfel, Ada M	87	86	10	3	0	0	
31	Langstroth, Ella D	75	98	6	0	0	0	
25	McGay, May A	81	84 3-5	14 2-5	0	0	0	
31	Mason, Virginia W	75	84	6	9	2	6	
10	McLaughlin, Maggie	91	85	11	3	0	0	
5	Neely, Maggie S	95	87	11	1	1	1	
10	Purdy, Hannah T	91	91	7	1	0	0	
29	Panlon, Angela L	77	98	1	0	0	2	
2	Pettingill, Louise	97	98	1	0	1	0	
8	Rossman, Lizzie	92	98	1	0	0	0	
28	Rogers, Ella	78	94 4-5	14 1-5	0	0	4	
16	Smith, Ida A	87	95	4	0	1	0	
18	Stevens, Mary D	86	88	10	1	2	1	
10	Sears, Gertrude	91	95 1-2	2 1-2	1	0	0	
18	Smith, Marion	86	82	7	10	0	1	
15	Toscano, Asuncion	88	86 3-5	12 2-5	0	0	0	
23	Vergnes, Pauline	85	96	3	0	0	0	
8	Wilson, Carrie	92	97	2	0	0	0	
3	Wilson, Ella	95	96	0	3	0	0	
41	White, May	..	0	0	30	0	0	Left April 16, 1875.

A 3d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
10	Allason, Clarissa	81	97	1	1	0	1	
2	Ashfield, Mary M	92	99	0	0	0	0	
7	Bodly, Harriet A	84	98	0	1	0	0	
36	Brady, Annie F	35	69	15	15	0	1	
15	Butler, Mary A	76	83	4	12	0	0	
30	Childs, Annie	62	95	4	0	0	0	
43	Chapman, Sarah	..	51	7	2	1	0	Left May [illegible] 4,
21	Chatony, Marie	75	89	10	0	1	3	
19	Carroll, Mary	73	91	4	4	0	0	
35	Cunningham, Jospehine	51	88	2	9	0	0	
33	Duggan, Elizabeth	60	75	12	12	0	0	
27	Dwyer, Kate A	66	78	14	7	0	9	
3	Edwards, Magdaline	90	80	19	0	0	0	
5	Ferguson, Agnes	86	89	5	5	27	0	
7	Fogel, Jennie E	84	98	1	0	0	0	
13	Grout, Cornelia S	77	99	0	0	0	0	
23	Hays, Rebecca	70	89	5	5	0	0	
44	Hirst, Elizabeth	..	63	3	2	0	0	Left May 21, [illegible]
45	Hudson, Ella	..	47	34	5	0	0	" " [illegible]
30	Hays, Hannah	62	95	0	4	0	6	
6	Halliday, Minnie	85	89	3	7	0	1	
22	Jenkisson, Isabella	71	85	4	10	74	10	
46	Jacoby, Rebecca E	..	..	..	..	..	..	
37	Kennedy, Charlotte	..	84	1	14	0	1	
21	Leddy, Elizabeth	75	96	1	2	0	4	
15	Laird, Elizabeth	76	91	2	6	0	2	
7	Lynch, Jennie	84	98	0	1	0	0	
18	Lewis, Mary A	75	93	0	6	0	0	
39	Morris, Eva	..	45	0	1	0	0	
12	Malion, Rosanna	78	98	0	1	0	2	
19	Monk, Ida R	75	97	0	2	0	0	
27	McCabe, Teresa	64	74	23	2	0	0	
38	McCauley, Annie	..	83	9	7	0	0	
40	Newell, Louise	..	75	22	2	0	0	
47	Requa, Ella	..	74	6	19	0	0	
34	Rassman, Minnie	59	80	7	12	0	1	
17	Steinert, Pauline	80	86	11	2	0	1	
25	Stephens, Jennie L	69	91	7	1	0	0	
15	Smith De la A	76	87	3	9	60	0	
30	Skinner, Minnie L	62	91	0	8	0	0	
29	Smith, Anna L	64	99	0	0	0	0	
1	Talbert, Claubel B	93	94	3	2	0	0	
42	Valentin Agnes	..	86	1	12	0	1	
4	Wing, Clara L	88	98	1	0	0	0	
12	Wolf, Blanche J	78	94	3	2	6	1	
25	Young, Catherine C	69	80	17	2	0	0	
23	Napier, Adelaide	70	..	..	..	..	..	
	Curry, Jennie	..	..	..	..	..	..	Left Feb. 5, 1875
	Wade, Annie	..	..	..	..	..	..	" Feb. 19, "

B 3d.

Class Number.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
45	Atkinson, Mary	..	6	3	12	0	0	Left March 12, '75.
13	Aylward, Mary	76	96	2	1	1	0	
30	Byrne, Isabella G.	67	91	5	3	18	10	
2	Bauerman, Augusta L.	94	99	0	0	0	0	
20	Barry, Adelaide	75	91	7	1	0	0	
3	Boyd, Alice J.	89	89	10	0	0	0	
4	Baldwin, Martha	80	97	1	1	0	0	
10	Belter, Josephine F.	77	98	0	1	0	0	
41	Cooper, Ellen Cor	..	39	3	0	0	0	Left April 9, '75.
44	Cunningham, Nettie	..	0	0	99	0	0	
16	Cant, Jemima	75	86	5	8	0	6	
23	Caragher, Sarah	70	93	3	3	0	0	
17	Dugan, Julia	59	89	4	6	0	2	
15	DuBois, Elvira	76	86	10	3	0	3	
21	Donohue, Ellen	72	83	9	7	1	1	
28	Dougherty, Kate L.	67	90	0	9	0	0	
11	Denzer, Minnie	77	99	0	0	0	0	
1	Flynn, Mary E.	95	99	0	0	0	0	
14	Fowler, Rose	76	94	1	4	0	0	
12	Fitzsimmons, Annie	..	22	26	10	0	3	
6	Greer, Sarah	80	97	1	1	0	1	
7	Gordon, Bella	80	96	1	2	0	2	
29	Hazel, Jennie A.	67	88	3	8	0	1	
8	Hazlett, Lily	75	98	0	1	0	1	
13	Howie, Elizabeth B.	..	27	2	36	0	0	Left May 21, '75.
11	Hughes, Katie E.	66	83	2	14	0	0	
9	Liebers, Sarah	75	99	0	0	0	2	
2	Merrick, Amy N.	77	93	6	0	0	1	
18	Maynard Eva	55	90	2	7	0	0	
10	Menair, Elizabeth M.	49	70	19	10	0	0	
5	McManus, Jennie	69	90	5	4	0	1	
46	McGlynn, Mary	..	2	0	27	0	0	Left Feb. 19. '75.
17	McGrane, Alice	67	91	8	0	0	5	
7	North, Ella	75	93	2	4	0	0	
15	Oatis, Mary	62	90	0	9	0	0	
22	Peterson, Sarah	65	84	9	6	0	5	
12	Palmatier, Emma	70	88	10	1	0	3	
24	Reed, Ophelia B.	70	95	1	3	0	0	
23	Scott, Francis	65	99	0	0	0	3	
24	Simpkins, Melinda	64	92	4	3	0	1	
26	Seeley, Harriet	69	88	5	6	0	2	
26	Twiname, Margaret	61	85	5	9	0	0	
5	Utley, Anna	80	85	5	9	0	0	
29	Webster, Ida	54	84	6	9	0	5	
9	Woolley, Addie	78	88	6	5	0	0	
8	Wood, Agnes	78	92	1	6	0	0	
17	Woodbury, Martha	..	32	7	11	31	0	Left May 21, '75.
	Griffith Martha	..	..	..	..	..	..	" Feb. 19 "
	Lawton, Alice	..	..	..	..	..	..	" " " "

A 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
4	Armstrong, Lillie K.....	90	98	1	0	0	0	
20	Brady, Elizabeth A.....	75	82	15	2	0	0	
20	Brophy, Jane Ann.....	75	70	23	6	0	4	
20	Bernhardt, Frances.....	75	98	1	0	0	0	
1	Cummings, Margaret....	99 1-2	99	0	0	0	0	
30	Collins, Alice L.	..	51	9	0	0	0	
32	Collins, Jennie L.....	..	54	3	0	0	2	
25	Colburn, Kate S.....	75	96	3	0	0	4	
5	Cahill, Elizabeth.....	88	99	0	0	0	0	
27	Conway, Ida F.....	69	96	3	0	0	4	
16	Despenville, Maria T....	78	97	2	0	0	0	
17	Dunn, Teresa Katherine.	77	99	0	0	0	0	
26	Fitzgerald, Irene C.....	70	97	2	0	0	0	
28	Finley, Margaret Eliz...	68	85	11	3	0	4	
19	Fulmer, Christiana.....	76	94	5	0	0	4	
20	Hunter, Louise E.....	75	91	8	0	0	4	
13	Hamilton, Eugenia.....	79	98	1	0	0	0	
33	Ivans, Elizabeth E.....	..	39	0	0	0	0	Left April 23d, 1875.
34	Jones, Isabelle M.....	..	35	4	0	0	2	" May 14th, 1875.
17	Jones, Elizabeth A.....	77	95	4	0	0	0	
3	Kugel, Meta M.....	92	95	2	2	0	0	
13	Ketch, Cora. ...	79	97	2	0	2	0	
28	Lannagan, Elizabeth A..	68	59	40	0	0	0	
7	M. Greery, Cornelia.....	84	97	2	0	0	1	
9	McCarthy, Agnes L.....	81	99	0	0	3	1	
9	Murphy, Margaret.....	81	94	5	0	0	0	
13	Martin, Frances.....	79	98	1	0	0	0	
6	Morrison, Isabella.....	85	92	6	1	6	2	
20	O'Connor, Teresa J.....	75	83	16	0	0	5	
12	Robinson, Mary H.....	80	91	8	0	1	1	
8	Ryno, Hannah.....	88	99	0	0	0	0	
2	Ridgley.....	93	96	3	0	0	0	
35	Thatcher.....	..	53	46	0	0	0	
9	Ward, Rosa J.....	81	96	3	0	0	3	
28	Wilson, Emma.....	68	72	27	0	2	1	
	Fuselehr, Lena.....	..						Left March 5th, 1875.

B 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No of times late excused.	No. of times late unexcused.	
	Brown, Almira	..	46	1	0	0	0	Left April 12th, 1875.
37	Bebington, Mary	68	98	1	0	0	0	
33	Carroll, Annie	72	98	1	0	0	8	
13	Clooney, Mary	81	95	4	0	1	2	
14	Cheesman, Phebe	80	87	8	4	0	0	
24	Cowen, Mary	77	96	3	0	0	0	
19	Coddington, Jane	78	97	2	0	0	2	
39	Crawford, Catherine	66	90	9	0	0	1	
40	Carlin, Elizabeth	64	89	9	2	0	0	
4	Culgin, Jane	90	93	6	0	0	0	
25	Dillon, Mary J	76	94	1	4	0	5	
6	De Freece, Zipporah	87	96	3	0	0	0	
20	Eames, Annie	78	98	0	1	0	6	
23	Eccles, Frances	78	96	3	0	0	0	
11	Eastman, Elizabeth	82	99	0	0	0	0	
29	Glen, Mary	75	99	0	0	1	1	
36	Hartigan, Anna	69	93	6	0	0	1	
28	Hartley, Ida	75	93	1	0	1	0	
8	Husted, Frances	85	99	0	0	0	0	
34	Harrington, Frank	72	89	4	6	0	0	
16	Jennett, Mary	79	95	3	1	0	7	
1	Johnston, Barbara	93	98	1	0	0	0	
	Kapp, Josephine	..	17	5	0	0	0	Left March 12th, 1872.
18	Lazarus, Anna	78	96	3	0	0	0	
30	Lewis, Dora	75	97	2	0	0	0	
	Lane, Myrilla	..	0	99	0	0	0	
38	Kraus, Josephine	68	92	7	0	0	2	
26	Lankton, Catherine	76	77	13	2	0	0	
9	Murphy, Catharine	83	87	7	0	0	0	
9	McMullin, Matilda	83	98	1	0	0	0	
32	Marston, Jane	75	83	9	0	0	0	
17	McGowan, Catherine	79	89	10	0	2	2	
3	Nicholson, Agnes	91	98	1	0	0	0	
31	O'Leary, Annie	75	98	0	1	0	0	
27	Pangburn, Estelle	75	95	1	3	0	2	
21	Renne, Helena	78	90	9	0	0	1	
2	Robinson, Anna	91	99	0	0	0	0	
7	Roylance, Frances	86	95	2	2	0	0	
42	Reeves, Clara	..	0	0	30	0	0	Left April 23d, 1875.
5	Squires, Emma	88	96	2	1	0	2	
15	Swainson, Isabel	79	97	2	0	0	0	
35	Vermilyea, Mary	71	97	1	1	0	0	
12	Vail, Julia	81	94	3	2	1	2	
21	Whitely, Emma	78	89	9	1	0	0	
	Burns, Sarah	..						Left Feb'y 26, 1875.

C 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
41	Adler, Belle	..	47	13	39	0	0	
16	Bernheim, Carrie	84	96 1-2	2 1-2	0	0	0	
37	Brady, Mary	75	94 3-5	2 2-5	2	0	3	
4	Brooks, Adeline	91	93	5	1	0	0	
23	Brown, Mary E.	80	96	2	1	0	0	
40	Browning, Sarah	67	96	1	2	0	7	
1	Chelborg, Ida	95	98	0	1	0	0	
16	Cole, Julia	84	88	2	9	0	0	
26	Crowley, Minnie N.	79	82	10	7	0	0	
31	Cronk, Margery S.	77	92	1	6	0	0	
38	Densmore, Florence	75	76	17	6	0	0	
2	Doubleday, Sarah	94	98	1	0	0	0	
5	DePrince, Addie	90	88	11	0	0	0	
39	Demarest, Ella	70	90	5	4	0	0	
16	Field, Ella	84	98	1	0	0	0	
11	Fox, Augusta	87	99	0	0	0	1	
27	Galligan, Nellie C.	78	91	5	3	0	0	
32	Glassford, Jean	76	92 3-5	6 2-5	0	0	0	
9	Grant, Helen C.	89	88 3-5	8 2-5	2	0	0	
16	Hedden, Frances	84	70	28	1	0	0	
16	Hendrick, Lenore	84	99	0	0	0	0	
12	Hill, Sophie	85	94	3	2	0	0	
9	Hobart, Clara	89	98	1	0	0	0	
5	Hofer, Elizabeth	90	95 3-5	2 2-5	1	0	0	
27	Howe, Jennie	78	97	1	1	0	0	
33	Hoogs, Grace	75	88	6	5	2	1	
36	Jones, Clara	75	82 3-5	16 2-5	0	1	0	
5	Julien, Teresa	90	95	4	0	0	0	
33	Imlay, Kate	75	79 2-5	17 3-5	2	0	0	
12	Lathrop, Jessie B.	85	96	2	1	1	3	
27	Lee, Henrietta	78	91 3-5	4 2-5	3	0	0	
23	Locke, Addie	80	83	14	2	0	0	
35	Lester, Adele	75	74	23	2	0	0	
27	Murray, Ella	78	94	3	2	0	0	
5	Parsons, Mary	90	96	0	3	0	0	
12	Phinney, Mary	85	95 1-5	3 4-5	1	0	0	
43	Pitts, Nina	..	59	6	0	1	3	Left May 14, 18—
44	Purdy, Alida M.	..	42	1	0	0	0	" Apr. 30, 18—
12	Silliman, Annie	84	90	6	3	1	0	
22	Smith, Mary	83	94 3-5	2 2-5	2	0	0	
16	Solomon, Florence	84	97	0	2	0	0	
23	Stevens, Emma	80	97	1	1	0	0	
42	Talbot, Mary	..	29	69	1	0	0	
2	Van Kleeck, Mary	94	99	0	0	0	0	

D. 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
44	Ball, Letitia	..	..	..	..	..	..	Left June
14	Baum, Rebecca R	81	96	36	0	0	1	
40	Brady, Ella A	68	97	2	0	0	4	
41	Boniface, Rachel	64	97	2	0	0	0	
22	Beckwith, Emma J	78	99	0	0	0	0	
43	Bach, Leonora	..	13	0	0	0	0	Left May
22	Caffarata, Fannie	78	93	6	0	0	0	
3	Cleator, Alice	92	99	0	0	0	0	
38	Coffey, Catherine N	69	98	1	0	0	1	
22	Conklin, Jennie	78	94	5	0	0	0	
26	Dinklespiel, Selina	76	93	6	0	0	0	
7	Eggert, Louisa A	83	95	4	0	1	0	
26	Flynn, Julia E	76	97	2	0	0	0	
14	Foggin, Ada S	81	95	4	0	0	0	
14	Farrington, Juliette D	81	99	0	0	0	1	
26	Farrell, Margaret	76	96	3	0	5	0	
18	Farrell, Sarah	80	99	0	0	5	0	
34	Gies, Mary A	72	99	0	0	0	0	
6	Hiscox, Eloise	84	99	0	0	0	0	
31	Hagan, Mary A	75	99	2	0	0	3	
18	Hogan, Mary I	80	99	0	0	0	0	
11	Heilburn, Emma C	82	97	0	0	0	0	
7	Hayes, Agnes	83	99	0	0	0	1	
4	Hornstein, Nellie M	92	98	1	0	0	0	
20	Jacobs, Rosa	79	97	2	0	0	0	
14	Joyce, Margaret	81	96	3	0	0	0	
1	Kelsch, Adeline A	94	99	0	0	0	0	
35	Knipe, Jennie E	71	98	1	0	0	0	
25	Manning, Julia A	77	96	3	0	0	0	
20	Merritt, Edith A	79	99	0	0	0	0	
35	McCarty, Mary	71	74	15	0	0	4	
31	O'Conner, Mary A	75	90	9	0	0	0	
30	O'Neil, Emma F	75	99	0	0	0	0	
7	Pollack, Caroline	83	95	4	0	0	4	
26	Quinn, Catherine A	76	94	5	0	0	0	
5	Ralph, Hannah	86	95	4	0	0	0	
37	Rutter, Mary E	70	87	12	0	0	0	
11	Smith, Emily C	82	99	0	0	0	0	
42	Sacher, Laura	55	91	8	0	0	1	
33	Simm, Annie	73	97	2	0	0	1	
2	Taylor, Susan H	92	99	0	0	0	0	
7	Thomas, Lizzie M	83	94	5	0	0	0	
11	Williams, Alida S	82	99	0	0	0	1	
38	Wright, Jane L	69	97	2	0	0	0	
	Reilly, Catherine	..	..	..	..	..	..	Left Feb. 5, '75

E 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
2	Allason, Martha	95	98	1	1	0	1	
34	Anchell, Hannah	64	93	6	1	0	0	
18	Baruc, Emily	81	78½	20½	2½	0	0	
20	Bower, Kate	80	94	5	5	1	0	
39	Burtis, Susie	..	51	9	3	1	1	Left May 14, '75.
32	Baker, Eva	69	88½	10½	0	1	0	
12	Bragg, Louise	84	93	6	1	0	0	
37	Cohen, Minnie	60	86½	12½	6	0	0	
26	Carey, Ella	75	92	7	0	0	0	
20	Coe, Alice	80	94	5	0	0	0	
30	Coe, Emily	71	97	2	1	0	0	
8	Carmick, Anna	88	93½	5½	0	0	0	
7	Devine, Amelia	88	99	0	0	0	0	
10	Dodd, Gertrude	85	98	0	1	0	1	
28	Doake, Maude	72	90	9	3	1	0	
27	Favor, Ida	75	92	3	4	0	2	
14	Gildersleeve, Emma	83	94	5	4	0	1	
38	Higgins, Alice	59	99	0	0	0	0	
..	King, Manuela	..	54	9	4	0	0	
..	Kelly, Mary	..	54	9	4	0	0	
35	Jones, Minnie	67	85	14	9	0	0	
23	Leahy, Mary	77	91	8	2	3	2	
15	Leahy, Kate	82	96½	2½	2	2	4	
13	Larremore, Mary	83	97	2	0	0	0	
37	Latimer, Kate	..	72½	15½	2	0	0	
38	Nauert, Annie	..	59	4	1	1	3	Left May 14, '75.
24	Orton, Isabella	76	98	1	0	0	0	
16	Putnam, Annie	82	94	5	0	0	4	
9	Perine, Annie	97	98	1	0	0	0	
31	Quigley, Kate	70	94	1	4	3	2	
36	Quigg, Mary	60	94	3	2	0	0	
16	Richman, Bertha	82	97	2	0	0	0	
33	Rich, Annie	68	93	6	0	0	0	
29	Reid, Annie	72	96	2	1	4	1	
1	Roome, Isabella	95	99	0	0	0	0	
3	Rouse, Corwina	93	99	0	0	2	1	
40	Smith, Carrie L	..	41	1	0	2	1	
22	Sallinger, Carrie	78	94	3	2	0	0	
41	Strasberger, Evelyn	..	63	0	0	0	0	Left April 9, '75
6	Taylor, Hannah	89	85	14	0	0	0	
25	Tugwell, Isabelle	76	96	3	0	2	3	
5	Tuthill, Ida	91	98	1	0	2	4	
19	Van Dyck, Catharine	81	99	0	0	0	0	
11	Wynne, Mary	84	96	1	2	1	0	
4	Woolley, Mary	92	99	0	0	0	0	
	Frank, Flora	..	..	..	..	.	0	Left Feb. 5, '75.

F 2d.

Class Standing.	NAME.	Average Scholarship	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
43	Allcott, Laura	61	99	0	0	0	0	
40	Anderson, Minnie	63	90	3	6	2	1	
25	Boak, Etta	71	98	0	1	0	0	
17	Birdsall Eliza	77	94	3	2	0	0	
30	Behrens, Emily	68	98	1	0	0	0	
32	Bogert, Emma	67	96	0	3	1	1	
38	Brockner, Isabella	64	95	0	4	0	1	
21	Bowker, Henrietta	75	92	0	7	0	1	
28	Crommelin, Jeannette	69	91	7	1	0	1	
13	Clark, Susie	82	92	0	7	0	0	
4	Erdman, Frances	90	97	0	2	0	0	
5	Flynn, Carrie	90	96	1	2	0	0	
3	Freidenberg, Phebe	90	93	4	2	1	1	
6	Fitzgerald, Ella	89	89	4	6	0	0	
29	Field, Annie	69	96	0	3	0	5	
44	Finch, Mary	59	95	0	4	0	0	
26	Flemming, Annie	71	96	0	3	0	0	
37	Gass, Jennie	64	92	1	6	0	0	
39	Gould, Sarah	63	84	5	10	0	0	
2	Groth, Lizzie	94	99	0	0	0	0	
19	Hidemark, Carrie	76	85	13	1	0	0	
45	Hassett, Lillie	54	46	40	3	0	1	Left April 30th, '75.
18	Hamilton, Henrietta	76	97	0	2	0	0	
15	Hyland, Katie	80	98	1	0	0	2	
11	Henry, Eva	85	97	1	1	0	0	
14	Jurges, Marvine	80	97	1	1	0	0	
27	Keating, Mary	70	98	0	1	0	1	
8	Lyon, Rebecca	87	96	1	2	0	0	
36	Murphy, Mary	66	95	1	3	0	0	
34	McCullum, Maggie	66	75	4	10	0	1	
46	McGloune, Sarah	..	34	4	0	0	0	Left April 9th. '75.
33	McComb, Elizabeth	66	87	5	7	0	7	
47	O'Neil, Ida	..	2	96	0	0	0	Left April 30th '75.
41	O'Neil, Susie	62	93	0	6	1	2	
12	Pfenning, Amelia	85	99	0	0	0	0	
20	Rickmad, Bessie	75	74	9	16	0	2	
34	Reilly, Katie L.	66	77	15	7	0	2	
30	Richter, Mary	68	84	2	13	1	0	
23	Sternhauser, Lulu	75	98	0	1	1	0	
42	Seixas, Estelle	61	82	11	6	0	1	
16	Smith, Carrie	77	90	4	5	1	4	
1	Schindler, Marie	96	99	0	0	0	0	
8	Stonehill, Cecelia	87	97	0	2	0	0	
24	Smith, Emily	75	90	0	9	0	0	
10	Woodward, Gabrielle	86	97	0	2	0	0	
22	Wetherbee, Adella	73	98	0	1	0	1	
7	Wade, Mary	88	99	0	0	0	0	

G 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
7	Ahrensbaumer, Helen	87	78	0	0	1	1	
20	Birchall, Lucy	76	96	3	0	0	0	
3	Brodhead, Susan	92	99	0	0	0	0	
23	Butler, Eliza	75	90	8	1	0	0	
16	Belton, Alice	83	91	7	1	0	0	
4	Daw, Jessie	91	99	0	0	0	0	
36	Eagan, Bridget	64	89	6	4	0	0	
21	Fowler, Maggie	75	97	2	0	0	4	
15	Fox, Agnes	84	99	0	0	0	1	
35	Flannery, Delia	67	95	3	1	0	5	
1	Geraghty, Anne	95	98	1	0	1	6	
39	Geraghty, Delia	57	90	6	3	0	7	
23	Getty, Mary	75	99	0	0	1	0	
40	Griffith. Josephine	57	73	19	7	0	0	
18	Gratacap, Addie	79	99	0	0	0	2	
10	Haviland, Hannah	85	97	2	0	0	0	
21	Holly, Julia	75	98	0	1	0	1	
11	Kelly, Emma	84	98	1	0	0	0	
31	Kamak, Flora	69	96	3	0	0	0	
41	Lindheim, Helen	55	91	7	1	0	0	
17	Morley, Maggie	82	98	1	0	0	0	
37	Murray, Alice	63	87	6	6	0	0	
32	McGaw, Agnes	68	98	1	0	0	0	
34	McGrath, Mary	68	85	12	2	0	0	
28	Metzgar, Mary	71	98	1	0	0	0	
2	Mahoney, Maggie	93	99	0	0	0	0	
30	McGiveny, Maggie	75	96	3	0	1	4	
29	Norton, Hettie	70	99	0	0	0	0	
16	Nurse, Hetty	83	77	16	6	0	0	
11	Potter, Georgiana	84	99	0	0	0	0	
32	Russell, Amelia	68	97	0	2	0	0	
9	Raleigh, Mary	87	93	4	2	0	0	
19	Scallon, Maggie	77	90	3	6	0	5	
26	Shaettler, Maggie	71	98	1	0	1	0	
11	Sayles, Mary	84	89	8	2	1	2	
11	Sinclair, Nellie	84	99	0	0	0	0	
26	Schiele, Virginia	71	96	3	0	0	0	
25	Thurber, Emma	73	97	1	1	0	0	
6	Vallender, Mary	89	98	0	1	0	0	
8	Wolfert, Beckey	87	96	1	2	0	0	
5	Wolfert, Emma	90	94	5	0	0	1	
38	Zeltner, Matilda	61	92	6	1	0	0	
	Wilson, Martha	--	--	--	-	-	-	Left Feb, 5, 1875

H. 2d.

Class Standing	NAME.	Average Scholarship	No. of Days Present.	No. of Days Absent excused.	No of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
27	Allen, Kathleen	67	90	8	1	2	2	
35	Balch, Anna M	..	0	0	99	0	0	
34	Birmingham, Jennie	..	63	36	0	0	0	
8	Bena, Butts	82	81	13	5	0	1	
15	Carroll, Katie	78	98	1	0	0	0	
32	Donohue, Agnes M	70	77	19	3	0	0	
30	Dawson, Rosanna	62	95	3	1	3	3	
17	Doig, Rebecca	77	94	5	0	1	0	
3	Dempsey, Lizzie	85	98	0	1	1	0	
4	De La Porte, Louise	84	93	6	0	0	2	
4	Ford, Belle	84	99	0	0	0	0	
10	Fallon, Lillie	81	64	35	0	1	0	
2	Gardner, Ella	87	98	1	0	1	0	
23	Holmes, Augusta	69	86	7	6	0	0	
6	Hanson, Bella	82	95	3	1	1	0	
24	Hills, Annie	69	90	9	0	0	0	
12	Houtman, Mary	80	94	4	1	0	0	
19	Johnson, Maggie	75	93	6	0	0	0	
1	Kelley, Gertrude	88	99	0	0	1	0	
7	Kuster, Emma	83	84	15	0	0	1	
33	Lotze, Katie	..	78	13	8	0	1	
26	Lazarus, Alice	67	96	3	0	0	0	
30	Lindberg, Martha	62	80	19	0	0	0	
25	Mason, Sarah	68	70	22	7	7	7	
21	Meyer, Annie	75	88	8	3	1	0	Left June 25, '75.
14	Pedding, Estelle	78	85	12	2	1	1	
16	Roche, Katie	78	98	1	0	1	0	
28	Pecker, Lena	66	91	4	4	0	0	
18	Stein, Emma	76	93	6	0	1	1	
36	Schubart, Louisa	..	6	8	4	0	0	Left March 12, '75.
37	Sadlier, Charlotte	..	0	0	99	0	0	
29	Steinthal, Emma	65	93	5	1	0	0	
20	Singer, Maggie	73	93	1	0	0	0	
4	Schwab, Bessie	84	98	1	0	0	0	
13	Stanley, Pauline	79	93	6	0	0	3	
10	Tyler, Florence	81	97	2	0	0	0	
22	Walsh, Mary	62	91	2	6	1	0	
	Wilkinson, Anna L	..	10	0	0	0	0	Left Feb. 26, '75.

I 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
27	Armstrong, Edith.	81	99	0	0	1	0	
8	Baker, Mary E.	91	76	29	0	0	0	
37	Bausher, Louise H.	73	87	9	3	0	0	
36	Babcock, Camilla.	75	77	14	8	0	0	
17	Buttenwelser, Sophie.	85	89	9	1	1	0	
38	Cregin, Rufina.	75	98	2	4	0	0	
39	Chapman, Lizzie.	70	87	2	10	0	10	
41	Chase, Cornelia M.	69	93	6	0	0	0	
10	Cowperthwait, Emily.	90	99	0	0	0	0	
8	Cramer, Annie M. P.	90	98	1	0	0	0	
5	Davega, Amanda.	93	97	2	0	0	0	
8	Davidson, Emily E.	90	98	1	0	0	0	
21	De Voe, Emily F.	83	99	0	0	1	0	
43	Dye, Helen V.	..	62	1	5	0	2	Left May 1
30	Ford, Kate T.	78	99	0	0	0	0	
26	Frankenheimer, Estelle.	81	97	2	0	0	0	
14	Gardner, Lizzie P.	88	96	0	3	0	0	
29	Guinee, Mary.	79	98	1	0	0	0	
34	Hamill, Sarah A.	75	93	1	5	2	1	
17	Holmes, Emma N.	85	97	2	0	0	1	
28	Huddleston, Henrietta.	81	99	0	0	0	2	
6	Kellett, Jennie E.	92	93	4	2	2	1	
36	Lutterloh, Ida.	69	99	0	0	0	0	
21	Mathews, Margaret.	84	97	2	0	0	0	
20	McAllister, Annie.	84	89	1	9	0	0	
24	McCullock, Ida.	82	97	2	0	1	0	
19	Munroe, Isabelle M.	85	91	4	4	1	1	
30	Murray, Ellie J.	79	97	1	1	1	0	
24	Newberger, Sophie J.	82	96	1	2	0	2	
33	Newton, Libbie.	76	92	0	7	0	0	
42	O'Connor, Nellie E.	64	85	3	11	0	1	
23	Opper, Laura.	83	93	3	3	1	1	
13	Rhoades, Lizzie.	89	99	0	0	0	0	
4	Reick, Sarah J.	94	99	0	0	0	0	
3	Robert, Emilie J.	95	91	8	0	2	1	
32	Robert, Belle M.	76	80	19	0	2	1	
10	Riley, Annie C.	89	97	2	0	1	0	
44	Stonehill, Glorianna.	..	32	0	0	0	0	Left Mch
1	Sullivan, Helen.	96 5-8	97	0	1	0	0	
2	Sullivan, Isabella.	96 2-8	99	0	0	0	0	
12	Terry, Sarah C.	89	84	15	3	0	0	
15	Tremper, Carrie E.	87	98	0	1	0	0	
7	Wiegert, Addie.	90	89	8	2	0	0	
42	Wier, Hattie E.	64	97	1	1	2	0	
15	Whitefield, Mary.	87	92	7	0	0	0	
35	Whitley, Charlotte.	75	97	2	0	1	1	

A 1st.

NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
nan, Eugenia.....	70	99	0	0	0	0	
Ida.....	60	86	3	10	0	3	
Mary.....	62	91	4	4	0	0	
:t, Ida.....	72	84	11	4	0	1	
r, Leah.....	85	96	2	1	0	1	
y, Annie.....	70	80	9	10	0	5	
Kate.....	67	81	7	11	0	0	
, Carrie.....	75	95	4	0	0	0	
Julia.....	84	96	2	1	0	1	
y, Maria.....	80	73	9	7	0	0	
Eva A.....	..	0	99	0	0	0	
Minnie.....	35	47	40	12	0	2	
Edwina.....	..	10	0	0	0	0	Left April 22, 1875.
l, Matilda.....	68	86	9	4	0	0	
an, Lizzie.....	77	94	1	4	0	2	
, Mary.....	58	94	0	5	0	2	
, Margaret.....	75	95	1	3	0	2	
, Matilda.....	..	0	0	99	0	0	
Jane.....	61	96	1	2	0	0	
, Fannie.....	79	79	2	0	0	0	
Louisa.....	55	84	2	13	0	0	
, Adelaide.....	78	96	1	2	0	0	
, Ella.....	..	66	10	7	0	4	
ry, Kate.....	60	95	2	2	0	1	
on, Kate.....	..	0	0	99	0	0	
y, Georgiana.....	63	89	2	8	0	0	
, Anna.....	..	0	99	0	0	0	
Eva.....	56	67	19	13	1	4	
l, Sarah.....	..						
, Anastasia.....	82	97	1	1	0	0	
r, Isabella.....	66	71	13	15	0	2	
ton, Mary.....	48	93	2	4	0	2	
gan, Ellen C.....	..	87	2	10	4	2	
Harriet.....	69	87	2	10	0	4	
son, Ellen.....	41	90	3	6	0	1	
r, Emma.....	..	11	0	88	0	0	
s, Lillie.....	..	0	0	99	0	0	
ori. Theresa.....	54	99	0	0	0	0	
gan, Lizzie.....	61	90	0	9	0	0	
hon, Kate.....	..	0	0	99	0	0	
vern, Kate.....	56	92	0	7	0	3	
all, Marie.....	58	70	10	8	0	0	
rs, Maggie.....	..	20	2	0	0	0	Left March 12, 1875.
se, Angeline.....	42	76	0	23	0	0	
en, Maggie.....	78	92	0	4	0	22	

A 1st.—Continued.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
51	Perkins, Lilian	..	8	0	91	0	2
13	Prendergast, Eleanor	70	97	0	2	0	0
52	Sleight, Lillie	..	0	0	99	0	0
23	Shields, Maggie	62	98	0	1	0	1
35	Stackpole, Lizzie	55	88	0	1	1	3
20	Sarback, Mary	64	84	9	6	0	1
22	Silverstetter, Rosa	63	95	3	1	0	0
37	Sarles, Mamie	49	98	0	1	0	1
31	Strachan, Nellie	57	84	1	14	0	0
6	Sullivan, Maggie	80	94	1	4	0	0
53	Seely, Ida		7	0	92	0	0
54	Thomas, Lizzie A		0	0	99	0	0
28	Wester, Kate	58	94	2	3	0	4
1	Cochrane, Emma	88	57	0	0	0	0

B 1st.

NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
ances	70	83	2	14	0	3	
Gertrude	72	88	3	8	0	6	
Agnes	72	97	0	2	0	2	
y, Lillie	..	85	0	14	0	0	
Justina	70	76	20	3	0	0	
Sarah	74	87	5	7	0	2	
n, Salome	57	98	0	1	0	0	
Matilda	62	92	3	4	0	2	
, Kate	..	71	8	20	0	0	
s, Eliza	63	97	5	1	0	1	
Sarah	61	92	1	6	0	0	
lary	68	95	4	0	0	0	
Melissa	79	91	0	8	0	5	
n, Fannie	57	95	0	4	0	2	
Linnie	53	88	0	11	0	1	
ai, Leah	75	98	0		0	1	
t, Maggie	69	97	0	2	0	0	
, Mary	64	86	5	8	0	0	
l, Anna	69	92	4	3	0	0	
Mary	75	83	13	3	0	2	
on, Belle	60	93	4	2	0	0	
ffe, Ellen	77	99	0	0	0	0	
e, Mary	77	97	0	2	3	1	
s, Lizzie	74	97	1	1	2	0	
ell, Katie	75	71	22	6	0	0	
Hattie	78	99	0	0	0	0	
Emma	..	98	1	0	0	0	
m, Mary	72	96	1	2	2	2	
lelaide	64	89	4	6	0	0	
ler, Annie	51	99	0	0	0	0	
, Annie	75	96	0	3	0	0	
n, Bridget	64	99	0	0	0	0	
Georgie	35	80	10	9	0	1	
t, Rebecca	63	95	0	4	0	1	
ell, Virginia	55	95	0	4	0	2	
arah	75	99	0	0	0	0	
Mary	61	95	1	3	0	6	
niel, Eleanor	48	86	4	9	0	0	
er, Sarah	..	..	0	0	0	0	
Annie	..	..	..	..	-	-	Left Feb. 5th, 1875

C 1st.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused	No. of times late excused.	No. of times late unexcused.	
..	Brummell, Addie	..	..	..	..	1	.	
14	Baker, Mary E	71	97	1	1	1	0	
26	Blaney, Nellie	58	88	8	2	0	4	
..	Boyle, Elizabeth M	..	..	..	..	.	.	
18	Bouchout, Louise	68	95	2	2	1	2	
..	Cornell, Elizabeth	..	..	..	..	.	.	Left June 25,
21	Cowen, Belle	65	94	2	3	0	6	
16	Davis, Kate	69	95	2	2	1	0	
..	Casey, Annie E	..	..	..	..	.	.	Left May 28,
..	Duffy, Alice J	..	..	..	..	.	.	" Feb. 5, 1
..	Downey, Emma	..	..	..	..	.	.	" M'ch 26,
17	Dobson, Kate	69	99	0	0	0	4	
25	Dugan, Maggie	60	93	4	2	1	5	
..	Eilau, Jennie	..	..	..	..	.	.	Left M'ch 19,
30	Eagan, Meatrice	46	81	9	9	4	7	
3	Farley, Rose C	84	93	5	1	2	0	
29	Fitzpatrick, Blanche	49	67	23	9	0	1	
..	Frost, Deborah	..	..	..	..	.	.	Left Feb. 5, 1
15	Greene, Kate	71	83	12	4	1	0	
4	Gates, Fanny	82	99	0	0	0	0	
8	Glass, Betsey	75	96	1	2	0	0	
23	Grant, Emily	61	98	1	0	1	2	
..	Gaw, Lizzie	..	..	..	..	.	.	Left Feb. 19,
..	Gedney, Grace	..	..	..	..	.	.	" June 4,
..	Greenwood, Ida	..	..	..	..	.	.	" M'ch 26,
1	Henderson, Emma	87	92	6	1	1	0	
11	Heathe, Love	72	..	..	..	.	.	
..	Haight, Emma	..	..	..	..	.	.	Left June 4,
32	Hughes, Mary	36	..	..	..	.	.	
12	Kirkland, Mary	72	91	8	0	1	0	
19	Knowlton, Sarah	67	..	..	..	.	.	Left June 25,
..	Lewis, Maggie	..	..	..	..	.	.	" April 5,
..	Lewis, Mary	..	..	..	..	.	.	" " "
..	Leonard, Kate	..	..	..	..	.	.	
20	Lindman, Juliette	66	73	17	9	0	3	
2	Kaufman, Pauline	85	97	1	1	1	0	
..	Martin, Cora	..	..	..	..	.	.	Left M'ch 12,
..	Masterson, Bella	..	..	..	..	.	.	
22	Morrisey, Lizzie	64	87	9	3	1	0	
31	Neylon, Mary	42	57	3	4	0	0	
..	O'Connell, Julia	..	..	..	..	.	.	Left April 23
7	O'Grady, Anna	76	86	3	10	1	7	

C 1st.—Continued.

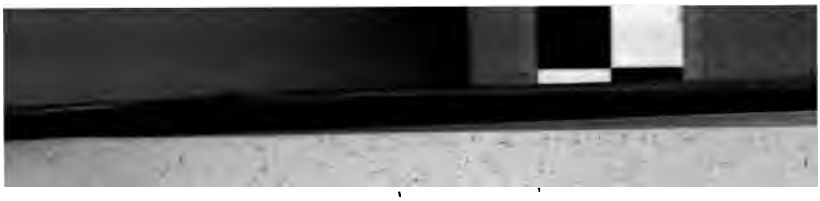
NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
Osborne, Sarah	55	96	1	2	2	6	
Palmer, Kate	77	84	14	1	2	0	
Peck, Maggie	61	90	9	0	0	0	
Rosenthal, Virginia	77	93	1	5	2	1	
Richardson, Louise	..	..	..	..	..	..	
Rothschild, Carrie	..	..	..	..	..	..	Left Feb. 5, 1875.
Quantrell, Melissa	56	90	1	8	7	9	
Schenck, Louisa	..	..	..	..	..	..	
Sheffield, Josephine	..	..	..	..	..	..	
Thornton, Henrietta	75	97	0	2	0	10	
Toal, Ella	75	97	1	1	2	2	
Walsh, Anna	..	72	13	14	0	7	
Montrose, Estelle	72	97	0	2	1	13	

ADMISSIONS TO THE NORMAL COLLEGE, JUNE, 1

No. of School.	NAME.	Per Ct. Admission to the Normal College.
45	Cruikshank, Cora	97
47	Warren, Lillie	97
14	Angell, Sadie E	96
59	Crook, Jane V	96
53	Cull, Mary C	96
63	Davis, Emily	96
47	Hays, Rachel P	96
59	Morrison, Sophia P	96
63	Shove, Carrie E	96
47	Spencer, Mary J	96
63	Budworth, Annie	95
22	Cornell, Ella	95
63	Herting, Sarah J	95
59	Kugler, Harriet	95
14	Kenyon, Mary H	95
45	Peyser, Hannah T	95
47	Price, Kate N	95
47	Roeder, Amelia	95
45	Strauss, Emma	95
20	Schneider, Teresa	95
20	Weinberg, Mary	95
20	Artman, Florentine	94
45	Curtis, Susie A	94
45	Mayer, Henrietta	94
14	Masterson, Mary E	94
45	Odell, Ella	94
47	Potter, Grace F	94
59	Parle, Alice V	94
14	Stuiem, Augusta C	94
49	Beach, Annie	93
48	Brown, Elizabeth A	93
59	Bennett, Mary	93
33	Duggan, Eliz. M	93
47	Eisig, Bertha	93
64	Haviland, Emma C	93
17	Hall, Mary H	93

No. of School.	NAME.
47	Knaufft, Dora
47	Morgan, Olive
59	Pollack, Esther L
64	Quinn, Jennie F
63	Regan, Mary J
45	Sandford, Fannie
59	Townley, Rebecca R.
49	Vogel, Annie
45	Van Iderstein, Louisa
47	Woodle, Minnie
14	Wells, Emma F
45	Asher, Martha
64	Bailley, Mary M
63	Behrens, Maggie J
41	Baldwin, Nettie
3	Carty, Sarah
14	Clark, Minnie V
53	Dever, Belle M,
45	Gregory, Irene
59	Gyles Leonora
14	Graw, Gilda C
45	Griffiths, Jennie
56	Hahn, Josephine
1	Hennessey, Kate
33	Johnson, Mary E
20	Kunze, Minnie
48	Keller, Louise B
41	Mattison, Alice
45	Marchant, Sophie
45	Morris, Belle A
18	McEirley, Mary
39	Nelson, Carrie
47	Ogden, Alice
45	Park, Jessie
59	Perley, Florence J
45	Smadbect, Grace
47	Story, Ida D
59	Smith, Alice A
59	Smith, Anna
4	Schulter, Mary
22	Schmultz, Anna M
49	Seligman, Carrie

No. of School.	NAME.	Per Ct. Admission to the Normal College.
10	Landon, Annie	84
19	Leidesdorf, Bertha	79
18	Murphy, Mary	79
38	Martin, Mary C.	83
45	Morse, Ella	91
17	Martin, Ada	81
10	Marcus, Mary J	80
17	McBride, Georgiana	70
47	Moore, Mary A	91
47	Morris, Estelle	89
45	Neill, Mary	87
3	Nivers, Mary L.	79
4	Nachtman, Louisa	86
50	New, Clara	86
47	Ogden, Alice	92
48	O'Neill, Marg't L.	70
48	O'Connor, Ella A	77
48	Parker, Annie	78
3	Pratt, Louisa	75
13	Pereborn, Bessie J	75
53	Picken, Mary A	88
45	Park, Jessie	92
64	Quinn, Jennie F	93
56	Russell, Carrie	87
47	Raeburn, Adelaide	79
47	Randolph, Carrie	78
48	Reegan, Nellie D.	78
50	Renaud, Mary A.	90
3	Radliffe, Kate F	75
25	Rupp, Eliza	77
34	Sherwood, Carrie	74
17	Sulzbacher, Jennie	81
10	Schreiber, Addie L.	85
3	Simms, Florence A.	83
4	Schluter, Mary	92
45	Strauss, Emma	95
56	Snyder, Frances	84
47	Stern, Carrie	86
63	Shove, Carrie E.	96
50	Sheridan, Mary F.	78
44	Trainer, Maggie E.	76
45	Taylor, Grace	92
3	Tait, Mamie	87
10	Tishler, Flora	89
64	Tobin, Anna	76
47	Underhill, Emma	89
47	Wagner, Amelia	90
64	Whitten, Libbie E.	89
33	Wagner, Kate M.	80
10	Weindorf, Theodora	71
14	Wells, Emma F.	93
28	Wolf, Esther	71
39	Westfall, Kittie	75
53	Werner, Dora	82
56	White, Frances	85
56	White, Annie B.	73
47	Warren, Lillie E.	97
47	Youry, Kate E.	90



ANNUAL REPORT

OF THE

PRESIDENT

OF

The Normal College

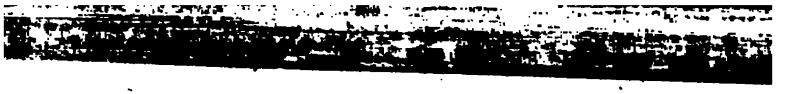
FOR THE YEAR ENDING DECEMBER 31, 1876,

TO WHICH IS APPENDED

A Catalogue of the Students

WITH THEIR CLASS STANDING.

NEW YORK:
CUSHING & BARDUA'S STEAM PRESSES, 139, 141, 143 CENTRE STREET.
1877.



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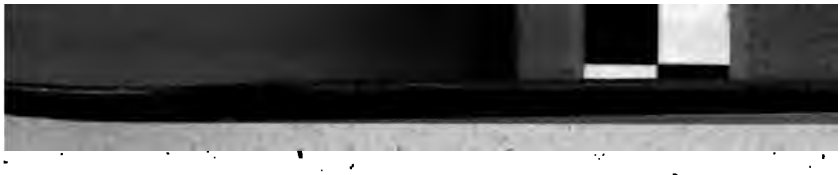

BOARD OF EDUCATION

OF THE

CITY OF NEW YORK.

WILLIAM WOOD, *President.*
LAWRENCE D. KIERNAN, *Clerk.*

Name.	Residence.	Place of Business.
RUFUS G. BEARDSLEE	47 West 55th Street,	106 Broadway.
A. J. MATHEWSON	647 Hudson Street,	4 Pine Street.
ALBERT KLAMROTH	64 St. Mark's Place,	37 Park Row.
WILLIAM WOOD	4 West 18th Street,	
JAMES M. HALSTED	18 West 17th Street,	120 Broadway.
EUGENE KELLY	43 West 51st Street,	45 Exchange Place.
LAWSON N. FULLER	Carmansville,	107 Wall Street.
LEONARD HAZELTINE	54 East 61st Street,	19 South Street.
STEPHEN A. WALKER	10 East 33d Street,	20 Nassau Street.
HENRY P. WEST	155 Grand Street,	183 Grand Street
DAVID WETMORE	119 Lexington Avenue,	365 Greenwich Street.
FERDINAND TRAUD	115 East 83d Street.	
DAVID F. BAKER	138 West 44th Street,	45th St. and Broadway
MORRIS WILKINS	Tremont,	3 Pine Street.
WILLIAM DOWD	168 West 22d Street,	44 Wall Street.
EDWARD SCHELL	53 Clinton Place,	644 Broadway.
J. D. VERMILYE	258 4th Avenue.	42 Wall Street.
L. G. GOULDING	25 Rutgers Street,	132 Nassau Street.
CHARLES PLACE	135 West 125th Street,	36 Union Square.
J. GRENVILLE KANE	39 West 21st Street,	16 Wall Street.
ERNEST CAYLUS	22 West 33d Street,	57 Beaver Street.

COMMITTEE ON NORMAL COLLEGE, 1876.

LAWSON N. FULLER, *Chairman.*

JAMES M. HALSTED,
EDWARD SCHELL,
ALBERT KLAMROTH,
J. GRENVILLE KANE.

FACULTY AND OTHER INSTRUCTORS

OF THE

NORMAL COLLEGE.

THOMAS HUNTER,

President and Professor of Intellectual Philosophy, 140 East 80th Street.

ARTHUR H. DUNDON,

Professor of Latin and English, Marion Avenue, Fordham.

JOSEPH A. GILLET,

Professor of Physics and Chemistry, 225 East 60th St.

CHARLES A. SCHLEGEL,

Professor of German, 791 Lexington Avenue.

EDWARD H. DAY,

Professor of Natural Science, 108 East 70th Street.

EUGENE AUBERT,

Professor of French, 9 Livingston Place, cor. of East 16th Street.

GEORGE MANGOLD,

Instructor of Music, 77 Seventh Street.

LYDIA F. WADLEIGH,

Lady Superintendent, 129 East 52d Street.

SARAH E. HALL,

Secretary and Librarian, 349 East 55th Street.

ELIZA WOODS,

Tutor in Mathematics, 416 West 34th Street.

COMMITTEE ON NORMAL COLLEGE, 1876.

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Tutor in Mathematics, 416 West 34th Street.

LAVINIA M. HOLMAN,
Tutor in Science, 200 East 61st Street.

FRANCIS E. COMPTON,
Tutor in Latin and English, 233 East 124th Street.

MARY A. MATHEWS,
Tutor in Mathematics, 125 East 27th Street.

HELEN G. MORGAN,
Tutor in Mathematics, 608 Pavonia Avenue, Jersey City Heights.

LAURA E. LEAL,
Tutor in Mathematics, 775 Lexington Avenue.

A. CAROLINE COVELL,
Tutor in Drawing, 23 East 24th Street.

ELIZA M. PHELPS.
Tutor in Mathematics, 80 Willoughby Street, Brooklyn.

MARY WILLARD,
Tutor in History, 106 West 49th Street.

JESSIE McGREGOR,
Tutor in Physics, 314 West 18th Street.

MARY E. M. CARR,
Tutor in History, 153 East 26th Street.

SERENA A. GOODWIN,
Tutor in Science, 424 West 51st Street.

JOANNA MITCHELS,
Tutor in German, 212 East 52d Street.

MARY E. SMYLY,
Tutor in Latin, 144 East 84th Street.

ISABELLE PARSELS,
Tutor in Methods of Teaching, 109 East 52d Street.

ADELE BASSIE,
Tutor in French, 129 East 10th Street

ALFRIDA DE WAILLY,
Tutor in French, 809 Park Avenue.

MARY S. KENNEDY,
Tutor in Penmanship, 211 East 127th Street.

ANNA BAKER,
Tutor in Drawing, 603 Lexington Avenue.

HONORA McDONOUGH,
Tutor in German, 221 East 62d Street.

LAURA FRIEND,
Tutor in History, 107 East 65th Street.

FREDERICA J. CONSTANTINI,
Tutor in German, 109 East 39th Street.

EMILY J. CONANT,
Tutor in Latin, Cor. 4th Avenue and 57th Street.

BETSEY B. DAVIS,
Tutor in Latin, 175 East 82d Street.

ACHSAH M. ELY,
Tutor in Mathematics, 29 East 32d Street.

PAULINE M. EBECKE,
Tutor in German, 405 East 120th Street.

MARGUERITE MERINGTON,
Tutor in Latin, 352 East 109th Street.

SATURDAY SESSIONS OF THE NORMAL COLLEGE.

THOMAS HUNTER	140 East 80th Street.
DAVID B. SCOTT	186 East 80th Street.
NORMAN A. CALKINS	124 East 80th Street.
CHARLES A. SCHLEGEL	791 Lexington Avenue.
JOSEPH A. GILLETT	187 East 71st Street.
ARTHUR McMULLIN	109 West 49th Street.
EUGENE AUBERT	9 Livingston Place.
LYDIA F. WADLEIGH	133 East 54th Street.
SARAH E. HALL	349 East 55th Street.
MARTHA L. DOAKE	471 West 23d Street.

TRAINING SCHOOL OF THE NORMAL COLLEGE.

MARTHA L. DOAKE	Principal	471 West 23d Street.
JANE W. McELHINNEY	Critic Teacher	502 West 20th Street.
EMMA M. REQUA	" "	43 West 22d Street.
JENNIE B. MERRILL	" "	207 10th Avenue.
ALICE NEUSTADT	" "	444 East 57th Street.
EUGENIA J. BROWNE	" "	20 East 133d Street.
ALICE M. SAWYER	" "	439 East 58th Street.
CHRISTIANA METZGAR	" "	123 East 61st Street.
ELLA CALKINS	" "	124 East 80th Street.
FANNY E. RUTTER	" "	152 West 13th Street.
HENRIETTA JAPHA	" "	42 Gouverneur St.
LIZZIE KNIGHT	" "	108 East 70th Street.
CARRA N. CRANE	" "	33 West 62d Street.
SUSIE L. TOWER	" "	145 East 33d Street.
SARAH J. ACKER	" "	247 West 4th Street.
CARRIE G. ROBERTS	" "	217 East 30th Street.
MARTHA S. THOMPSON	" "	136 East 123d Street.
HELENA L. DAVIS	" "	189 Lexington Ave.
CATHARINE E. COLEMAN	Gen'l Assistant	316 East 79th Street.

COURSE OF STUDY

FOR THE

NORMAL COLLEGE.

Grade I. First Year—First Term.

1. *Latin.*
2. *History.*—Outlines of Ancient History.
3. *German or French.*
4. *Algebra.*—Simple Equations, Involution, Evolution and Radicals.
5. *Geometry.*—Plane.

Music, Drawing, English Composition and Penmanship.

Grade II. First Year—Second Term.

1. *Latin.*—Continued.
2. *History.*—Outlines of Ancient History, Continued.
3. *German or French.*—Continued.
4. *Geometry.*—Plane, continued and completed.
5. *Physics.*—Heat, Electricity and Mechanics.

Music, Drawing, Penmanship and English Composition.

Grade III. Second Year—First Term.

1. *Latin.*—Easy Selections from Classic Authors.
2. *History.*—Outlines of Modern History.

3. *German.*—Grammar and Reader. Conversation, or
   French.— " " " "

4. *Algebra*—Quadratics.

5. *Physics.*—Light and Sound.
   Music and *Drawing, English Composition* and *Botany.* Two Lectu
   per week.

GRADE IV. SECOND YEAR—SECOND TERM.

1. *Latin.*—Extracts from Cæsar, Sallust and Cicero.

2. *Rhetoric* and *English Composition.*

3. *German.*—Grammar and Reader, Conversation, &c., or
   French.— " " " "

4. *Astronomy.*—Mathematical and Descriptive.

5. *Chemistry.*—Notation, Nomenclature and Atmospheric Elements.
   Music and *Drawing, Geology* and *Mineralogy.* Two Lectures
   week.

GRADE V. THIRD YEAR—FIRST TERM.

1. *Latin.*—Virgil, Book I.

2. *English Language and Literature.*—Simple Outlines, with Comp
   tion.

3. *German.*—Grammar Completed, Reader, Conversation, or
   French.— " " " "

4. *Physics.*—Electricity, Galvanism and Magnetism.

5. *Astronomy.*—Mathematical and Descriptive, Continued.
   Music and Drawing. Zoology, Two Lectures per week.
   Review of subjects prescribed for the Primary and Grammar Sc
   Grades, with the method of teaching them. Two hours
   week.

Grade VI. Third Year—Second Term.

1. *Latin.*—Virgil, Continued.
2. *Intellectual Philosophy*, and *Theory of Teaching.*
3. *English Language and Literature.*—Continued, with Composition.
4. *German.*—General Review of Grammar. Translation of Select Passages; Conversation, Outlines of German Literature.

   Or,

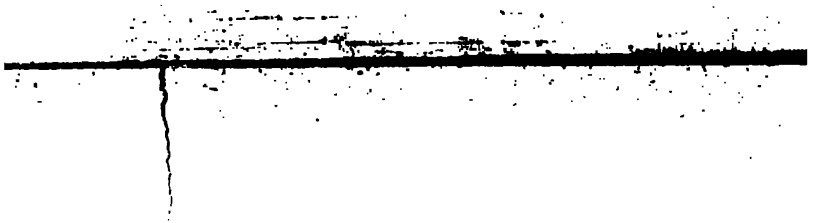
   French.—General Review of Grammar, etc. Outlines of French Literature. Conversation.
5. *Physics.*—Astronomy, General Review.

   Music and *Drawing. Physiology.* Two Lectures per week.

   Review of Subjects prescribed in Primary and Grammar Grades for Common Schools, with the method of teaching them. Two hours each week.

Practice to be afforded in the Model School under the guidance of teachers of experience.

No lessons for home study to be assigned in Music, Drawing or Composition, in any of the Classes or Grades.



REPORT.

NEW YORK, DECEMBER 30, 1876.

The Honorable the Board of Education:

GENTLEMEN: As required by law, I hereby present the Annual Report of the Normal College for the year ending December 31, 1876.

Number of Students on Register Dec. 31, 1876	1,409
" " " " " " " 1875	1,310
Increase of number on Register	99
Average attendance for 1876	1,217
" " " 1875	1,071
Increase of average attendance	146
Number of students who graduated and received teachers' certificates in 1876	233
Number of students admitted during 1876	759
" " Colored students admitted during 1876	4
" " Students admitted by competitive examination from the public schools	696
Number admitted by special examination, as directed by the Committee on the Normal College	54
Number discharged by graduation	223

Number discharged for other causes	420
" of students in the Fifth (highest) Grade	248
" " " " Fourth Grade	96
" " " " Third "	336
" " " " Second "	175
" " " " First "	554

SATURDAY SESSIONS.

Whole number taught during 1876	600
" " " " 1875	560
Increase in whole number taught	40
Average attendance for 1876	50
" " " 1875	39
Increase of average attendance	1

TRAINING DEPARTMENT.

Whole number on Register during 1876	8
" " " " " 1875	8
Increase of Register	
Average attendance for 1876	7
" " " 1875	5
Increase of average attendance	2

Total number on Register in the College, including Saturday Sessions and Training Department	2,9
Total increase of Register during 1876	
" average attendance including Saturday Sessions and Training Department	2,5
Total average attenda nce for 1875	2,1
" increase of average atttendance	

SHOWING THE ADMISSIONS FROM THE FEMALE GRAMMAR SCHOOLS JUNE, 1876.

Grammar School Number.	No. admitted.	Grammar School Number.	No. admitted.	Grammar School Number.	No. Admitted.	Grammar School Number.	No. Admitted.
1	15	23	5	45	31	67	none
2	9	24	4	46	6	68	3
3	16	25	10	47	75	Col. 1	1
4	none	26	Boys	48	26	" 2	none
5	none	27	7	49	20	" 3	3
6	none	28	12	50	30	.....	1
7	none	29	1	51	none		
8	10	30	10	52	none	Total	700
9	5	31	Boys	53	24		
10	12	32	Boys	54	6		
11	Boys	33	25	55	Boys		
12	11	34	4	56	27		
13	17	35	Boys	57	Boys		
14	12	36	1	58	Boys		
15	13	37	23	59	30		
16	Boys	38	7	60	6		
17	43	39	18	61	2		
18	21	40	Boys	62	2		
19	6	41	24	63	8		
20	8	42	18	64	6		
21	5	43	none	65	2		
22	8	44	8	66	3		

SHOWING THE ADMISSIONS FROM EACH WARD, JUNE, 1876.

WARD.	1873.	1874.	1875.	1876	GAINS	LOSSES.	Total since 1873.	RANK.
First.....	3	none.	none	1	1	.....	4	22
Second.....	none.	none.	none.	none.	.....	.....	none.	
Third.....	none.	none.	none.	none	.....	.....	none.	
Fourth....	7	7	17	15	.....	2	46	16
Fifth.....	14	7	12	8	.....	4	41	18
Sixth.....	3	7	3	9	6	.....	22	21
Seventh.....	11	11	10	20	10	.....	52	13
Eighth.....	6	11	16	17	1	.....	50	15
Ninth.....	36	45	42	40	.....	2	163	8
Tenth.....	6	32	5	25	21	.....	69	11
Eleventh	3	2	32	22	.....	10	59	12
Twelfth.....	54	48	53	56	3	.....	211	4
Thirteenth.....	3	14	17	4	.....	13	38	19
Fourteenth	10	15	4	15	11	.....	44	17
Fifteenth	83	72	63	87	24	.....	365	1
Sixteenth.....	36	43	77	58	.....	19	214	3
Seventeenth.....	20	27	33	33	.....	.....	113	9
Eighteenth	17	39	25	30	5	.....	111	10
Nineteenth....	43	76	98	83	.....	15	300	2
Twentieth.....	44	50	54	51	.....	3	199	5
Twenty first...	62	36	38	32	.....	6	164	7
Twenty-second.	25	39	56	60	4	.....	180	6
Twenty-third..	.....	13	14	10	.....	4	37	20
Twenty-Fourth.	.....	18	14	19	5	.....	51	14
Colored Schools	9	8	4	4	.....	.....	25	
					1	1	1	
TOTALS.....	495	621	688	700	91	79	2,504	

SHOWING THE ADMISSION FROM THE EIGHT SCHOOL DISTRICTS, 1873, 1874, 1875 AND 1876.

School District.	Wards.	1873.	1874.	1875.	1876.	Gains of '76 over '75.	Losses. of '76 over '75.
First	1, 2, 3, 4, 5, 6, 8,	33	33	48	50	2	..
Second	7, 10, 13, 14,	30	72	36	65	29	..
Third	9, 16,	72	88	119	98	..	21
Fourth	11, 17,	23	29	65	55	..	10
Fifth	15, 18,	100	111	88	117	29	..
Sixth	20, 21,	106	86	92	83	..	9
Seventh	12, 19, 22.	122	163	207	199	..	8
Eighth	23, 24,	..	31	28	29	1	..
Colored Schools		9	8	4	4	..	..
Totals		495	621	688	700	61	49

SHOWING THE NUMBER OF STUDENTS STUDYING THE FRENCH AND GERMAN LANGUAGES.

	Register.	German.	French.
Senior Classes	248	189	59
Junior Classes	454	327	127
Introductory Classes	558	299	259*
	1,260	815	445
Introductory Classes of 1875	188	131	57
Totals	1,448	946	502

*One hundred and forty-two of the students admitted in June did not enter the College in September.

SHOWING THE NUMBER PROMOTED IN EACH GRADE AND CLASS JUNE, 1876.

Class.	Register, June, 1876.	Number Promoted.	Number not Promoted.
A6,	51	51	0
B6,	48	48	0
C6,	50	49	1
D6,	37	37	0
E6,	49	48	1
	235	233	2
A4,	5	31	14
B4,	44	37	7
C4,	48	45	3
D4,	43	39	4
E4,	42	34	8
	222	186	36
A3,	42	20	22
B3	46	18	28
C3	43	33	10
	131	71	60

Class.	Register, June, 1876.	Number Promoted.	Number not Promoted.
A2,	51	47	4
B2,	53	22	31
C2,	49	43	6
D2,	48	43	5
E2,	45	38	7
F2,	42	31	11
G2,	44	38	6
H2,	51	35	16
	383	297	86
A1,	51	31	20
B1,	46	43	3
C1,	44	35	9
	1	109	32
Total,	1,172	945	227
Seniors,	235	233	2
Juniors,	413	306	107
Intro'y,	524	406	118

ADMISSIONS FROM THE PUBLIC SCHOOLS.

Seven hundred and seventy-six candidates from the female grammar schools sought admission, last June, into the Normal College. Out of so great a number only seventy-six were rejected. One hundred and two received an average of 90 per cent. or over,—a fact which sufficiently proves that the requirements for admission are not excessive or severe. Schools 4. 7, 43. 51 and 52, sent no candidates; nor has 51 sent any since 1871, School No. 47, in the 15th Ward, sent seventy-five candidates, and every one of them was admitted. This was the largest number sent from any one school. A candidate from No. 45, in the 16th Ward, received 97 per cent., which was the highest average attained. More than one-quarter of all the admissions came from schools above 40th street. The 19th Ward, in which the College is situated, had eighty-three candidates admitted, but the 15th Ward excelled this large number by three. On the whole, the scholarship of the candidates was better than heretofore, and evinced careful training on the part of the principals and teachers. I would recommend that more time be given to arithmetic and English grammar, in which there is still room for improvement.

GRADUATES OF 1876.

The last examination was the most successful the College has ever had. Two hundred and thirty-three (233) candidates for graduation, out of a total of two hundred and thirty-five (235), passed a most satisfactory examination, and every one of them received licenses to teach in the public schools. They were obliged to take an average of 75 per cent. in fourteen different

branches of study, and not to fall below that percentage in grammar and arithmetic, nor below 80 per cent. in spelling. The ordeal was a severe one; yet the standard ought not to be lowered. A foolish idea seems to prevail that a primary teacher can dispense with the higher studies. The truth is that this class of teachers, more than any other class, needs trained faculties and sound judgment; and these are only obtained by the discipline of hard and close study. Normal study and normal practice, to be effective, must be based on the broad foundation of a liberal education. This liberal education our graduates received; its effects will be felt in the schools before long, and we can afford to wait for results. The Normal College never pretended to turn out *experienced* teachers, for that would be simply absurd. Does the medical college, the law school, or the military academy turn out *experienced* physicians, lawyers or generals? Under the by-law by which the graduates are licensed to teach without a second examination, the City Superintendent and the President of the College have performed their functions in perfect harmony. If some plan could be devised by which four or five of the rudimentary or "review" studies could be disposed of at an examination in January, and the results counted in June, it would be a very great relief to the students of the graduating class. The mind is confused by the study of so many branches at the same time. While I admit the necessity of holding teachers responsible for thoroughness in the elementary subjects, particularly in *spelling, grammar* and *arithmetic*, which they may be obliged very shortly to teach in the public schools, some rule might be adopted by the Board by which the seniors might be permitted to concen—

trate their efforts on the regular studies of the course during the six months prior to graduation.

THE TRAINING DEPARTMENT.

As a primary school for the benefit of the people in the neighborhood, the Training Department has been very successful. Its attendance has steadily increased, and its grading and classification are very nearly perfect. In many other districts throughout the country the school authorities were compelled to abandon the training schools connected with the normal schools, because the parents objected to have their children experimented upon by young and inexperienced teachers. This difficulty in our case has been happily avoided by having each class presided over by a competent teacher, whose duty it is to instruct the children during at least three-quarters of the time. One-quarter of the time is given to the pupil-teachers to practice, but even then the class teacher is present and responsible. Indeed, the freshness and variety arising from the instruction of the pupil-teacher furnish a pleasant relaxation for the wearied little ones. My own observation leads me to conclude that the children enjoy the change.

During the past year the Training Department, as a school of practice, has become more efficient. The work has been more systematic and thorough; and yet I am forced to say that I am not quite satisfied. The rooms are too small; the children and the pupil-teachers are huddled together; und there are not half enough classes to enable the graduating class to practice the art of teaching. I would respectfully recommend that the main room (everywhere more ornamental than useful) be divided into four small rooms, by means of sliding glass doors; and that the

attendance be so limited that there shall be no occasion to us these four rooms as class rooms. If this were done, a singl class could be divided into four small sections, varying in num ber from five to twenty; and to these sections pupil-teacher could be sent to learn the art of school government. A youn lady, having learned to govern five, could be promoted to gover ten, twenty, a whole class. An experienced teacher can *see* fiv hundred as readily as fifty; an inexperienced teacher cannot se fifty, and is utterly bewildered at sight of five hundred. Scho government depends greatly on sharp eyesight. It seems to m that the plan above outlined would furnish the opportunity s much needed to acquire an easy habit of command.

The principal and the critic teachers have been faithful an efficient in the performance of their duties. The tutor i methods has supervised all the normal practice, in addition t her regular work in the College, and has given entire satifaction

THE STUDIES PURSUED IN THE COLLEGE.

LATIN.

The progress in the study of Latin has more than realized m expectations. In proof of this it is only necessary to mentio the fact that in two recent competitive examinations for tutor ships in this department the prizes were won by two graduate of the College.

Prof. Dundon reports as follows:

Mr. President:

The following report on the departments of Latin and Englis

Literature in my charge will, I trust, convey the information you require. Time, September to February, '76, '77.

Latin.—The Æneid II. and VI. Book.

The weight of instruction falls on the following points:

1st. Thorough drill in the verbs.

2d. Translation of Latin into English, preference being given to Saxon, rather than *Latinized* terms.

3d. English derivatives.

4th. Quotations.

5th. Beauties of the author, Similes.

6th. Syntax, Idioms, Mythology.

7th. Prosody, Conjugation, Synonyms.

8th. Translation—English into Latin.

9th. Roman Life, Manners, Literature, Art.

On details I need not enlarge. All these are known to you as well from the competition our students sustained on two recent occasions as from your frequent personal visits to the several classes.

FRENCH AND GERMAN.

From the reports of Professors Schlegel and Aubert it will be found that the progress in the modern languages has been very satisfactory. Two years ago the department of French had dwindled down to such an extent that I was forced to recommend to the Committee either to abandon the study altogether,

or to rehabilitate it. The latter course was pursued, Professor Eugene Aubert appointed, and a new impetus imparted to the entire department. Prof. Schlegel has been free to concentrate his energies on the German, and the result has been that the division of labor has conduced to the benefit of both languages. I wish to reiterate my statement, made on a previous occasion, that the former falling off in the French department was owing to no lack of zeal or enthusiasm on the part of Prof. Schlegel, but to circumstances beyond his control.

FRENCH.

Prof. Aubert reports:

It affords me much pleasure to be able to report that my department is in a very satisfactory condition.

The students are doing well. Though their number has increased since last year, there is much less friction and drawback. This is partly owing to an increase of zeal and efficiency on the part of the instructors. A marked improvement is also visible in their class government. It is exceedingly gratifying for me to bring this to your notice, as a proper co-operation of his assistants is of vital importance to the head of the department.

I supervise it as closely as possible. The programme of every day's recitation is drawn up by myself for the classes of every grade. Complete uniformity is thus secured. Every Monday a written report keeps me informed of the status of the different classes and the work done the week previous.

There is no occasion for a change in our general course of study. It is as simple and progressive, as comprehensive and practical as the time devoted to it permits. All my efforts, as well as my directions to the tutors, tend to make the study of French one of a really living idiom, valuable at any moment for purposes of immediate service and usefulness.

I would only add that for the comfort and satisfaction I experience in my work, I am much indebted to your personal influence on the whole institution. I feel like an officer under an able commander-in-chief, whose disposition and support are calculated to aid and further a loyal and effective performance of duty.

Prof. Schlegel makes the following report:

The classes of the first grade were taught by the Misses Constantini and Ebecke, those of the second by the Misses McDonough and Constantini, those of the third by the Misses Mitchels and McDonough, those of the fourth by Miss Mitchels, and those of the fifth by Professor Schlegel.

In the first grade reading, writing and the elements of grammar were taught, the same being continued in the second grade with the addition of simple conversation on ordinary objects. In the third and fourth grades two hours a week were devoted to grammar, one to reading, combining with it the committing to and reciting from memory of various pieces of poetry. During the latter part of the term conversations on such topics as would come under the daily notice of the students were introduced,

with very satisfactory results. In the fifth grade one hour a week was given to a general review of grammar, one hour to reading, and two hours to lectures on German literature, given in German, and showing the rise and gradual development of the language and its literature from the earliest period to the eighteenth century.

Last October Miss Friend, at her own request, was transferred from the German to the History Department, her place being filled by Miss Ebecke. The instructors have worked faithfully in and out of school hours, and have spared no efforts to bring about the best results.

It is rather unfortunate for the department that there is no harmony in the teaching of modern languages throughout the public schools. In some of the schools French is taught, in others German, and again in others neither of the two; the result is, that when the students enter the College, no reference being made in their grading to their knowledge of the languages, it is found necessary to commence at the very beginning, whereby a great number practically retrograde and lose a great deal of valuable time in the first grade.

ELOCUTION.

Miss Mary Willard, by authority of the Committee, was assigned to the department of elocution, and since September last has accomplished excellent results. I have closely inspected her method, and it meets my hearty approval.

Her plan is as follows:

1. She pays close attention to the quotations during the morning exercises, takes notes of all imperfections, and afterwards corrects these in the recitation-room.

2. *She teaches reading mainly without a book.* She compels the students to commit to memory suitable passages from the best authors, and these are spoken in her presence and in the presence of the class.

3. The criticism of the students is always called for, nay, the very reader is forced at times to criticise her own reading. She herself (Miss W.) gives the final criticism.

4. She avoids gesticulation, tragedy, and all the arts of the so-called elocutionist, and insists simply on clear, distinct articulation, proper emphasis and correct intonation.

But Miss Willard speaks for herself in the following report:

"Since the beginning of the present term, the classes of the Fifth Grade have received, on the average, four lessons in five weeks in reading.

As yet the instruction and practice have been almost entirely directed to the accomplishment of these ends—distinct articulation, deliberate enunciation and correct pronunciation.

The students have been required to furnish themselves with "quotations" upon which to practice in the presence of the class,

and have been subject to the criticism of themselves, their fellow-students and their instructor. At times selected matter for practice in reading at sight has been put before them.

I speak with much pleasure of the earnest efforts made by the students to overcome their faults.

Prof. Dundon makes the following report:

ENGLISH LITERATURE.

English authors from Chaucer to Queen Anne and George III.

The special features of the instruction given in this department are:

1. General historic aspect of the age.

2. Biography of the particular author.

3. His characteristics as a man, temperament, moral qualities.

4. His works—their relation to the author's age—their relative importance in the literary scale.

5. His characteristics as an *author*.

6. Style—reading of select passages—criticism.

Two well-attested facts prove the salutary influence of this study upon the members of the graduating class: 1st, the rapid improvement in literary taste and judgment evinced by the quotations they select; that the little time left at the disposal of our students for general reading is rarely devoted to inane or hurtful literature, but is bestowed on works of solid merit.

PHYSICS, MATHEMATICS AND NATURAL SCIENCE.

These departments, the first two under Professor Gillet and the last under Prof. Day, have been very successful during the past year. On a former occasion I stated that the supervision of two departments, Physics and Mathematics, was too much for one professor; but I have hesitated to ask for any addition to the staff, because I have been reluctant to do anything which would add to the expenses of the College. Were it not for the ability and fidelity of all the tutors in all the departments it would be impossible to succeed with a corps of six professors in an institution containing nearly fifteen hundred students.

Professors Gillet and Day report as follows:

PHYSICS.

Second Grade. Physics.—Three hours a week. Classification of substances, chemical nomenclature and notation, and states of matter.

Third Grade. Physics.—Two hours a week. Reflection and Refraction of Light and Lenses.

Fourth Grade. Physics.—Three hours a week. Atmospheric Elements. Machines.

Fifth Grade. Physics.—Two hours a week. States of Matter, Heat and Energy.

Descriptive Astronomy.—Two hours a week. Laws of Planetary Motion, the earth; Time, Moon, and Eclipses.

I have met all the classes in physics and astronomy in my lecture-room at least one hour a week; and I have also given this department my very careful and minute supervision, both by frequent visits to the recitation-rooms of my assistants and by subjecting the various classes to frequent brief written examinations. The present very satisfactory condition of the classes in this department is largely due to the cordiality and ability with which my assistants have uniformly carried out every plan which I have proposed.

DEPARTMENT OF MATHEMATICS AND PHYSICS.

Report for the Second Term of the School Year 1876–1877.

MATHEMATICS.

First Grade. Geometry.—Three hours a week. First Book completed.

Algebra.—Three hours a week. Factoring, Fractions, and Simple Equations of one unknown quantity reviewed. Simple equations of two and three unknown quantities, and radicals.

Second Grade. Geometry.—Three hours a week. Second, third, fourth and fifth books.

Third Grade. Algebra.—Three hours a week. Radicals and Quadratic Equations.

Fourth Grade. Trigonometry.—Three hours a week. Plane Trigonometry and its applications in Astronomy.

Grade. Algebra.— One hour a week. Quadratic Equa-
d review.

retofore, I have been unable to teach any of the classes
Mathematics, and I have had time only for a general
ion of this department. I am, however, satisfied that the
s been very carefully and ably done by my assistants.

NATURAL SCIENCE.

cordance with your request, I beg hereby to submit to
rief report of the work accomplished in the Department
ıral Science during the past year, 1876.

ıction was given during the *Spring Term* in

ogy to the 6*th Grade*, 2 hours per week, by myself.

to the 5*th*	"	2	"	"	"	"
to the 4*th*	"	2	"	"	"	"
to the 3*rd*	"	2	"	"	"	Miss Goodwin

the *Fall Term* in

logy to the 5*th*	"	2	"	"	"	by myself.
to the 4*th*	"	2	"	"	"	"
to the 3*rd*	"	2	"	"	"	Miss Goodwin

ıction to Natural Science, 3d Grade, 1 hour per week, by nyself.

ıdly avail myself of this opportunity to thank Miss
in for her excellent teaching in Botany.

That the work accomplished by the students is even more satisfactory than I have any right to expect by reason of my own merits or exertions, I attribute to the quick appreciation which they have shown of the importance to themselves of a knowledge of Natural Phenomena. This appreciation has induced them to give me an attention that by its earnestness somewhat atones for the many disadvantages under which Science, it seems, must be pursued in a course as limited in its aim and in time as is ours, and for that uncalled for, and somewhat more than passive, want of appreciation of Natural Science which is shown by many, in the constant stress laid upon the importance of the study of the means of expressing ideas without regard to the means by which the most fundamental ideas are themselves to be in the first place acquired. We have only to look at the Centennial Exposition, with its stupendous display of the artificial constituents of our material civilization, wrought by the *scientific* application of *natural forces* out of *natural products* revealed and developed by *Science*, and again at the more advanced phases of our intellectual development, as manifested in the practical bearing given by scientific enquiry to questions of psychology and mental philosophy, to recognize that it is a mistaken effort of the educator of the present to aim for the future with the weapons and according to the methods of the past.

You will, I am sure, excuse these remarks, because you will admit that, in endeavoring faithfully to serve my Department, I have earned the right to speak in its behalf; and to you, personally, I desire to express my most sincere obligations for the cordial support you have always extended to it as well as to myself.

METHODS OF TEACHING.

An extract from the report of Miss Parsels to the President:

During the last half of the year, specimen lessons were given once a week by the critic teachers in the presence of all the young ladies, and, after the children were withdrawn, a discussion of each lesson was conducted by the teacher who gave it. General lessons, conducted by the pupil-teachers, occurred daily. These were closely criticised, every young lady being held responsible for criticisms. As often as circumstances would permit, classes of children were brought to the College for illustrative exercises by the Teacher of Methods.

The Teachers' Meetings were called weekly, and, I think, did much to promote sympathy and harmony among the teachers, and uniformity and effectiveness in their work. There is, in general, among the teachers a progressive and loyal spirit which promises well for the future of the College. They have assisted me cheerfully and well, and, as far as I have been able to observe, their classes have been carefully and thoroughly instructed. Since September, 1875, I have, at their request, met with the majority of them semi-monthly after school hours, to discuss methods of instruction and class discipline. We are indebted to the Board of Education for an excellent supply of professional literature.

DRAWING.

The work in Drawing has more than met the expectations of the Committee and Faculty. Miss Covell, head of the Department, makes the following report:

First Grade. The education of the eye to measurements of distance on a horizontal, vertical and inclined base, and judging of proportions; the education of the hand to accurate, at the same time bold execution of plane figures, triangles, quadilaterals, historic and concentric figures; the expression of conceptions, mentally created and adapted to industrial life, in right lines only, upon paper and the blackboard.

Second Grade. Plane curves, the circle, ellipse, oval, curves of contrary flexure; historic ornament and right lines and curves combined in design; blackboard drawing of the same.

Third Grade. Linear Perspective applied to objects; problems given; drawing of these problems from memory; home drawing in pure outline from objects.

Fourth Grade. Designing of lace. Studies in light and shade from geometric solids; fruit, flowers, and various objects in plaster and in nature. Blackboard exercises of the same character.

Fifth Grade. Studies in light and shade from plaster models and natural objects continued; the study in outline of plaster heads from the antique. Drawing upon the blackboard from objects.

Sixth Grade. The same continued; in addition, drawing in light and shade from the antique; design upon the blackboard, and instruction in methods of teaching drawing.

MUSIC.

Mr. George Mangold, instructor in music, has been allowed, under the working programme, a very small amount of time, and

yet he has produced results in this department which have gratified every friend of the College. Mr. Mangold reports as follows:

In reference to the instruction in music I take pleasure in stating that there is a slow but steady progress. The classes of the different grades have received instruction in reading vocal music in connection with the theoretical part of that study. The lower grades were instructed in the elements of music, relations of sounds, and the scales, while the senior classes had a careful review of the subjects of the lower grades, and were further instructed in intervals and in harmony as far as to the combination of harmonies in all the scales. The graduating classes received also instruction in the methods of teaching music to primary and grammar classes. The singing of both divisions has gained considerably in regard to development of tone, phrasing, taste and pronunciation. Allow me also finally to state that the instruction of music in this College could be made more successful if there was a graded and uniform course of music lessons in the schools from which the introductories come.

ORDER AND DISCIPLINE.

The punctuality and regularity of attendance, the good order under trying circumstances, and the cheerful conformity to rules and regulations, all tending toward the self-government of the individual, reflect the highest credit upon the students of the Normal College.

Miss Wadleigh, the Lady Superintendent, reports as follows:

"As regards the order and discipline of the College, it is, perhaps, all we could expect. Fourteen hundred girls cannot be perfectly noiseless, especially during the change of classes, when

five or six hundred are often moving from room to room. These changes, under the supervision of the instructors, are made with a quietness and celerity evincing a faithful interest of the teachers in the order and discipline. Infractions of order are mostly the result of forgetfulness, a common excuse for most delinquencies and which is more difficult to deal with than wanton disregard of rules. I think, however, that the spirit of the rules is generally respected, and that the order and discipline are satisfactory and all we could expect among so large a number and with no disciplinary drill."

THE SATURDAY SESSIONS.

Owing chiefly to the by-law compelling all teachers having had an experience of less than two years to attend the Saturday Sessions of the College, the work accomplished in this department has been unusually effective and satisfactory. The importance of supplementing the normal instruction and practice of the undergraduate course with a course specially adapted to meet the trials and difficulties of the young and inexperienced teachers cannot be over estimated. Prof. Scott, a teacher of long experience, has given instruction in the grammar school methods of teaching, and in English history and literature; Mr. Calkins and Mr. McMullin, Assistant Superintendents, have instructed the young ladies in primary methods of teaching, and Miss Doake has assisted in the same department. Prof. Gillet and the President have confined their labors principally to the undergraduates; Professors Aubert and Schlegel have instructed large classes in French and German; Miss Wadleigh and Mrs.

Hall have taught the academic class; and in addition the former lady has given lessons in Latin.

CONCLUSION.

Over three years ago, when the students entered their new building, the grounds surrounding it were a mere wilderness. A deep and dangerous chasm was in front, partially cutting of communication with the west side of the city. Vacant, unfenced lots were on every side. Since then the Fourth Ave. railroad tracks have been covered, and stately edifices for charitable purposes and elegant private mansions have sprung up in the immediate neighborhood. The College site has become one of the most eligible and handsome in the city. A railing has been placed around the College square, the grounds have been levelled and filled in with fertile earth, and trees and shrubs have been planted on all sides of the building.

The Departments of Physics and Natural Science have been liberally supplied with superior apparatus; the calisthenium has been properly furnished; and improvements in the ventilation of the Training Department have been effected. In fact, the work has been accomplished piecemeal, which should have been finished at once, in 1873. But it is now finished, and the only expense henceforth will be to keep the institution in good running order.

During the past Centennial year the number of distinguished visitors to the College was very large. Commissioners from France, Germany, Sweden, Great Britain and Japan, were much interested in the normal work; but perhaps the most acute observer, and certainly one of the most intelligent visitors, was

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the Emperor of Brazil. He was accompanied on the occasion of his visit by Gov. Tilden, Mayor Wickham, John Jay, James B. Roosevelt, and William Wood, President of the Board of Education.

On behalf of the students I desire to thank your Board, the Committee on Normal College, Mr. Lawson N. Fuller, Chairman, and Mr. William Wood, President, for the kindness and liberality manifested toward the College; and in my own behalf I wish to thank the instructors for the cordiality, unanimity, fidelity and ability with which they have carried out all the rules and regulations, and performed every duty assigned them.

Respectfully,

Your obedient servant,

THOS. HUNTER,

Pres. Normal College.

CLASS HONORS
JUNE, 1876.

OTTENDORFER GOLD MEDAL.
(For Proficiency in German.)
JOHANNA ROESE.

OTTENDORFER SILVER MEDAL.
(Same.)
CLARA HAMILTON.

KELLY SILVER MEDAL.
(For Proficiency in Methods of Teaching.)
CLARA W. MINER.

KELLY BRONZE MEDAL.
(Same.)
HENRIETTA HART.

BARRON PRIZE FOR ELOCUTION.
(Fifty dollars in Gold.)
STELLA A. BARNABY.

BARRON PRIZE FOR SINGING.
(Fifty dollars in Gold.)
PAULINE VERGNES.

ALUMNÆ PRIZE FOR PHYSICS.
(Fifty dollars in Gold.)
MARION SMITH.

KANE GOLD MEDAL.
(For Physiology.
MAGGIE ADAIR BULKLEY.

HUNT GOLD MEDAL.
(For Latin.)
LILLIE COHEN.

KIRKWOOD GOLD WATCH and CHAIN.
(For French.)
ISABELLA SULLIVAN.

HONOR STUDENTS.
Who received an average of 95 per cent. or over.

1. ELLA J. KIRK,
2. ISABELLA SULLIVAN,
3. MAY DEALING,
4. LILY BRUSH,
5. MAGGIE ADAIR BULKLEY,
6. ELLA J. WILSON,
7. LOUISE C. PETTINGELL,
8. ANN E. BURROWS.
9. LILLIE COHEN,
10. MARGARET S. NEELY.
11. VIRGINIA W. MASON,
12. EMMA BURNET.

GRADUATING CLASS OF 1876.

A 6th.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
3	Becker, Emma J.....	93	22	Madden, Mary	86
9	Blake, Bessie D..... ...	90	8	Monks, Jennie.....	90
18	Bauer, Lizzie W.....	87	31	Monks, Mary	83
39	Buckley, Lucy.....	78	5	Nicholson, Sarah E.....	91
21	Byrnes, Catherine.....	86	23	Parsons, Kate A.....	85
23	Clancey, Kate.....	85	41	Payne, Annie M.....	75
26	Cody, Margaret E.....	85	6	Ralph, Mary J.	91
28	Cullen, Margaret E.....	85	13	Rich, Sarah E.....	89
27	Dooner, Elizabeth M.....	85	30	Roese, Joanna.....	84
37	Fernandez, Julia.....	80	24	Rooney, Ellen C.....	85
14	Funk, Theresa.....	88	32	Schaffer, Louise.....	83
25	Forsyth, Addie.....	85	26	Sanger, Augusta.....	85
31	Fowler, Olive E.....	83	4	Sayles, Corrie	91
7	Gerlitz, Henrietta.....	91	33	Scruton, Mary E.....	83
10	Gugenheim Belle.....	90	8	Serre, Felicia A.....	90
36	Haas, Amelia.....	81	34	Sutliffe, Margaret.....	83
1	Hart, Henrietta.....	93	3	Schoonmaker, Amanda.....	93
23	Hindsman, Maria	85	45	Treacy, Kate L.....	76
16	Horn, Emma.....	88	20	Van Wart, Louise.....	87
38	Hughes, Margaret	80	12	Ward, Eva M. E.....	89
40	Jackson, Sarah A.....	77	19	Wiegand, Sophie.....	87
29	Kenney, Anna T.....	84	13	Woelfler, Rosa	89
35	Lawrence, Irene	82			
11	Lederer, Lily.....	90		FAILED TO GRADUATE.	
15	Levie, Eugenia C.....	88			
17	Loch, Joanna.....	88		Murphy, Catherine,.....	82
5	Lovegrove, Mary E.....	91		Thistle, Mary	78

B 6th

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
8	Adler, Bertha	92	25	Holmes, Hattie L	87
40	Bergen, Mary C	82	35	Jarvis, Mary F.	83
43	Biegel, Kittie M	81	45	Jones, Agnes	75
16	Blake, Katherine D	89	34	Kessler, Annie H.	84
20	Brockway, Ella W	87	40	Kiernan, Sarah	82
3	Brown, Susanna E	94	22	Lobdell, Eleanor J	88
1	Brush, Lilly	96	6	Mackey, Annie E	93
12	Campbell, Maggaret C	90	30	Magurnigal, Sarah	85
7	Carter, Helen J	92	44	Masson, Hyacinthe	81
10	Cone, Nellie G.	91	14	Miner, Clara	90
36	Crawford, Stella A	83	10	Minnelli, Adrianne	91
27	Delaney, Josephine.	86	24	Muir, Margaret A	87
43	Donohue, Mary H	77	28	Neary, Mary E	86
12	Drummond. Kath. W.	90	31	Partridge, Idele M	85
39	Eldridge, Jennie B	82	18	Pollock, Clara	88
4	Elkus, Adelaide	94	15	Robin, Adele T.	89
23	Fessenden, Eliza C	87	37	Saunders, Adele M	83
28	Flanders, Cath. W	86	32	Searle, Florence	84
2	Frank Pauline,	95	15	Stein, Flora	89
5	Freedman, Pauline S	93	19	Wagner, Maria L	88
21	Graham, Mary L	88	26	Wagner, Annie L	86
33	Hatch, Abbie K.	84	11	Wolfsbruck, Nettie	90
9	Hawthorn, Emma	92			
42	Herriet, Hebe A	81		FAILED TO GRADUATE.	
17	Hickok, Lottie C.	89			
38	Hillier, Florence	83		Cook, Mary G.	not ex
				Marcus, Mary H	not ex

C 6th.

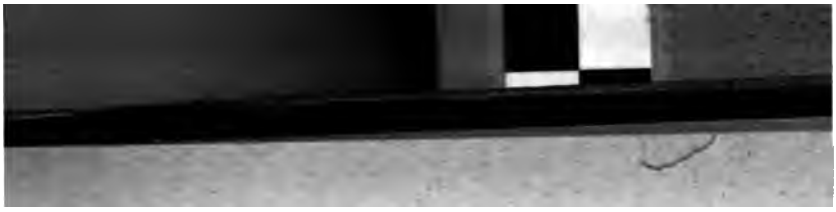
Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
46	Barnaby, Stella	84	15	Kyle, Jennette	92
36	Becker, Bella	86	33	Lee, Marie	87
50	Boak, Mary	75	39	Levy, Annie	85
21	Bradley, Elvina	90	12	Lohsen, Anna	93
4	Burnette, Emma	95	31	Luecke, Julia	88
2	Burrows, Annie E	96	43	May, Matilda	85
49	Carley, Katie	81	30	McElhinney, Sarah	88
34	Cassidy, Annie	86	19	McIlroy, Mary	91
3	Cohen, Lillie	96	20	Muir, Mary	90
32	Conboy, Fannie	88	40	Nicholson, Alice W	85
9	Conklin, Ellie,	94	36	O Brien, Bridget	86
48	Donnelly, Ellen,	82	7	Pitkin, Carrie	94
45	Duffy, Helen	84	8	Popper, Laura	94
18	Foster, Fannie	92	44	Samek, Bertha,	84
38	Friend, Bella	86	29	Smith, Lizzie	88
28	Guy, Maggie	89	47	Stevane, Bertha	82
23	Hagemeyer, Louisa	90	25	Stillwell, Oretta	89
11	Hamilton, Clara	93	26	Stork, Laura	89
10	Hamilton, Elizabeth	93	42	Terhune, Mary	85
34	Harris, Grace	86	22	Thompson, Martha	90
15	Hirsch, Jennie	92	13	Vail, Florence	93
24	Joyce, Annie	89	27	Ward, Carrie	89
6	Kinsella, Elizabeth	94	13	Woodgate, Jane	93
1	Kirk, Ella	98			
5	Klauser, Emma	95		FAILED TO GRADUATE.	
39	Kliuert, Deborah	85		Kennelly, Mary	Not ex
17	Kramer, Pauline	92		Merritt, Emma	Not ex

D 6th.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
12	Albro, Wealthy H.....	87	18	Midgley, Katie.....	86
31	Bennett, Emily M.....	80	3	Morrison, Laura.....	92
34	Buck, Bella C.....	78	26	Murray, Christine.....	82
2	Bulkley, Maggie A.....	96	21	McCarthy, Emily.....	85
32	Birdsall, Louisa.....	79	28	Nicholson, Ellen J.....	81
12	Coakley, M'g't M.....	87	22	Padbury, Lottie.....	84
28	Carolan, Mary.....	81	4	Provost, Catherine T....	91
28	Corrigan, Sarah A.....	81	9	Rothschild, Harrietine...	88
24	Davis, Julia O.....	83	9	Reilly, Rose Ann.....	88
24	Figuera, Josephine A....	83	22	Smith, Annie M.....	84
18	Flohr, Isabelle M.....	86	26	Smith, Jessie E.....	82
34	Folsom, Annie H.....	78	32	Smith, Jennie L.....	79
12	Gugenheim, Jennie.....	87	1	Sullivan, Bella.....	98
5	Harrington, Mary E....	90	18	Van Tine, Annie E.....	86
8	Johnson, Emma A.....	89	36	Wallenstein, Hattie.....	75
12	Loughlan, Ellen.....	87	18	Wood, Ida.....	86
12	Lounsberry, Margaret...	87			
9	Manion, Anna G.....	88		FAILED TO GRADUATE.	
5	McLoughlin, M'g't.....	90			
12	Meynen, Annie E.....	87		None.	

E 6th.

Class Standing.	NAME.	Average per ct.	Class Standing	NAME.	Average per ct.
		Re-Exam.			
45	Adams, Jennie.....	90	5	Mason, Virginia W.....	95
28	Adair, Laura B.....	85	34	Maxwell, Ida F.....	83
38	Bunce, Florence	81	42	Moore, Fannie L.....	76
6	Bevier, Catherine....	94	22	Meynen, Mary M.....	87
37	Balken, Louise	82	32	McCleisch Eliz. L.....	84
26	Curhell, Annie	86	4	Neely, Margaret S.....	95
47	Charlton, Laura.....	84	7	Purdy, Hannah F.....	94
30	Campbell, Jennie M..	85	3	Pettengill, Louise.....	96
9	Devoe, Elosie.....	92	35	Pell, Hannah C.....	82
33	Dias, Annie L.....	84	19	Pond, Ida E.....	89
1	Dealing, May.....	96	15	Rossman, Lizzie.....	91
14	Davis, Helena L.....	91	16	Smith, Ida A.....	91
10	Dole, Frances A	92	8	Smith, Marion.....	94
28	Denison, Cynthia....	85	40	Smith, Julia H.....	79
13	Fuller, Alma A.....	91	44	Stevens, Mary D.....	91
18	Giles, Alice M.....	89	11	Sears, Gertrude	92
26	Getler, Lillie L.....	86	43	Toscano, Asuncion.....	94
17	Honigman, Henrietta	90	12	Vergenes, Pauline.....	91
23	Hennessey, Mary A.	86	41	Van Ilerstine, Clara....	77
39	Hinds, Sarah E	80	21	Wilson, Carrie.....	87
31	Irwin Alberta L.....	85	2	Wilson, Ella.....	96
24	Knoepffel Ada M ..	86			
25	Kelly Eliza C A ..	86			
48	Kennedy Martha ..	79			
46	Langstroth, Ella D...	87			
20	Lancer, Maria.....	88		FAILED TO GRADUATE.	
36	McGay, Mary A.....	82		Donnellan, Matida.	



A 5th.

Class Standing.	NAME.	Average per et.	Class Standing.	NAME.	Average per et.
4	Ashfield, Mary M.....	96	27	Keogh, Mary M.....	77
1	Boyd, Alice J.....	98	11	Lawler, Mary.....	89
8	Bodley, Harriet T.....	92	28	Laird, Marie M.....	8
9	Byrne, Mary A..	91	14	Mathews, Dennie D.....	88
25	Bird, Rosetta M.....	78	23	McConville, Alice F	83
2	Cole, Ida A.....	97	17	O'Connell, Kate.....	87
19	Conklin Kate.....	86	23	Perley, Carrie.....	83
5	Dean, Margaret M.....	95	19	Rankin, Ella S.....	86
	Eddy, Adeline.....	Not ex.	11	Smith, Margaret.....	89
22	Ferguson, Agnes E.....	84	6	Smith, Libbie M.....	93
14	Fogel, Jennie E.....	88	2	Talbert, Cearibel G	97
	Frost, Elenore [Dis. June	29, 1876		Thomas, Jennie [Dis. June	29, '76
6	Gallagher, Mary E.....	93		Williams, Annie.....	Not ex.
11	Goetze, Jennie.....	89	9	Whitley, Matilda H.....	91
25	Harris, Anna.....	78	14	Wood, Carrie B.....	88
17	Healey, Mary A.....	87	21	Yale, Maria B.....	85

B 5th.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
15	Aylward, Mary.....	83	20	Liebers, Sarah.....	77
5	Allason, Clara.....	92	15	Leddy, Elizabeth.....	83
22	Butler, Mary.....	76	13	Lynch, Jennie.....	84
24	Barry, Adelaide.....	72	25	Laird, Lizzie.....	66
1	Bauerman, Augusta.....	98	18	Mahon, Rosanna.....	82
25	Baldwin, Martha.....	66	13	Mirick, Amy.....	84
11	Cant, Jemima.....	87	25	Monk, Ida.....	66
9	Chatony, Louise.....	88	31	North, Ella.....	59
6	Denzer, Minnie.....	91	38	Steinett, Pauline.....	62
6	Edwards, Magdaline....	91	19	Smith, Della A.....	79
2	Flynn, Mary E.....	98	30	Utley, Anna	61
6	Fowler, Rose.....	91	4	Wing, Clara.....	93
15	Grout, Cornelia S.....	83	12	Wolf, Blanche.....	85
9	Gordon, Bella.....	88	28	Wood, Agnes E.....	62
3	Greer, Sarah.....	94	20	Woolley Addie...	77
23	Halliday, Minnie.....	74			

A 4th.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
23	Byrne, Isabella	76	26	Morris, Eva	75
1	Cummings, Mary	97	10	Murphy, M'g't	84
40	Childs, Anna	61	30	McGrane, Alice	71
7	Cahill, Elizabeth	86	..	McManus, J..[dis. M'ch	8, 1876
16	Coddington, Jennie	82	10	Murphy, Kate L	84
20	Cowen, Mary	78	4	Nicholson, Agnes	89
10	Culgin, Jennie	84	22	Palmatier, Emma	77
44	Dwyer, Katie	56	10	Perine, Annie	84
..	Duggan, Elizabeth	Not ex	14	Ridgely, Caroline	83
17	Donohue, Nellie	79	23	Rassman, Minnie	76
8	DeFreece, Zipporah	85	4	Robinson, Annie	89
27	Dugan, Agnes J	74	..	Renne, Helena	Not ex
8	Eastman, Lizzie	85	30	Smith, Anna	71
34	Eames, Annie S	70	37	Squires, Emily	67
38	Hayes, Hannah	63	20	Seely, Hattie	78
23	Husted, Frances	76	30	Scott, Frances	71
29	Hughes, Kate	72	14	Taylor, Hannah	88
30	Haslett, Lillie	71	..	VanDyke, Catharine	Not ex
2	Johnston, Barbara	95	36	Vail, Julia	69
26	Kennedy, Charlotte	75	17	Whitely, Emma	79
17	Kauer, Emilie	79	6	Woolley. Mary	88
3	Latimer, Katie	92	..	Whitney. Ida [dis. June	29, '76
42	Lazarus, Annie	63	34	Young, Catherine	70
38	McCabe, Theresa	63			

B 4th.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
35	Birdsall, Eliza	73	12	Hofer, Lizzie J	87
..	Bowker, Henrietta	Not ex	27	Hen tricks, Leonore	81
19	Brown, Mary E	84	28	Hill, Sophie	80
7	Brooks, Adeline	89	14	Hedden, Frankie	87
22	Bernheim, Carrie	83	23	Imlay, Kate	83
3	Chelborg, Ida A	95	13	Julien, Theresa R	87
24	Cole, Julia	82	37	Lee, Henrietta	72
41	Cronk, Margery S	67	39	Lewis, Mary	69
30	Croly, Miunie M	79	25	Lathrop, Jessie B	82
32	Densmore, Florence	76	36	Locke, Addie	73
29	Dunn, Katie Y	79	34	Morrison, Belle	74
1	Doubleday, Sadie C	97	43	McCarthy, Lydia	70
2	Erdman, Frances	96	11	Phinney, Mary	87
42	Field, Ella	66	9	Parsons, Minnie	89
8	Fridenberg, Phebe H	89	38	Robinson, Mary	69
15	Fox, Augusta	86	10	Redfield, Amelia K	88
18	Flynn, Carrie	86	26	Smith, Mary E	81
6	Fitzgerald, Ella	91	21	Sullivan, Florence H	83
5	Groth, Lizzie	93	20	Silliman, Annie	84
40	Galligan, Nellie	68	33	Stevens, Emma	75
16	Grant, Helen C	86	4	VanKleeck, Mary	95
17	Hobart, Clara	86	31	Wallis, Anna A	78

C 4th.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
10	Armstrong, Lelia	87	26	Larremore, Mary	82
4	Allason, Martha	90	35	Leahy, Mary	77
29	Bragg, Louise	80	27	Leahy, Kate	82
44	Baum, Rebecca	72	5	Lyon, Rebecca	89
19	Carmick, Anna	84	30	McGreery, Cornelia	79
7	Cleator, Alice	89	36	Martin, Emma	77
23	Drey, Rosabella	82	32	Pleuning, Amelia	79
25	Dodd, Gertrude	82	24	Pollock, Caroline	82
20	Eggert, Louise	84	37	Putnam, Annie	76
33	Foggin, Ada	77	28	Ryno, Hannah	81
39	Flynn, Julia	76	8	Richman, Bertha	88
45	Farrington, Julia	64	13	Ralph, Hannah	86
17	Gildersleeve, Emma	85	42	Steinhauser, Lulu	74
39	Heilburn, Emma	79	22	Smith, Carrie	83
3	Hornstein, Nellie	90	1	Schindler, Marie	95
..	Hogan, Mary	Not ex	12	Stonehill, Cecilia	86
38	Hagan, Mary	76	41	Sallinger, Carrie	75
11	Hiscox, Eloise	86	46	Smith, Emily	68
16	Hayes, Agnes	85	6	Taylor, Susan	89
18	Henry, Eva	84	2	Tuthill, Ida	94
34	Hyland, Kate	77	40	Thomas, Lizzie	76
31	Joyce, Margaret	79	15	Woodward, Ella	85
42	Jurges, Marianna	74	13	Wade, Mary	86
21	Kelsch, Adeline	83	9	Williams, Alida	87

D 4th.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
13	Ahrensbeumer, Helen....	86		Jenkinson, Isabel B.....	Not ex
24	Belton, Alice.....	80	19	Kelly, Emma S.....	82
29	Bower, Katie L.....	78	4	Kelly, Gertrude G.....	95
12	Brodhead, Susie E.....	87	15	Morley, Margt. W.....	84
39	Birchall, Lucy K.	71	2	Mahoney, Margt. F.....	96
24	Carey, Ella F.....	80	24	Orton, Isabella L.....	80
29	Coe, Alice.....	78	29	Potter, Georgiana.....	78
35	Carroll, Kate.....	75	9	Rouse, Corwina.....	88
5	Devine, Amelia.....	93	14	Raleigh, Mary.....	85
15	De la Porte, Louise H...	84	3	Roome, Isabella G.....	96
19	Dempsey, Lizzie.....	82	29	Stein, Fmma D.....	78
6	Daw, Jessie A.....	92	41	Scallon, Margt. N.....	65
27	Doig, Rebecca.....	79	27	Sayles, Mary T.....	79
40	Favor, Ida L	70	19	Sinclair, Nellie E.....	82
6	Fallon, Lily R.....	92	35	Tyler, Florence N.....	75
19	Ford, L. Bella.	82	35	Tugwell, Isabella.....	75
38	Gratacap, Adelaide.....	72	9	Vallender, Mary C.....	88
1	Geraghty, Annie A.....	97	8	Wohlfert, Emma.....	90
18	Gardner, Ella.....	83	9	Wohlfert. Rebecca.....	88
29	Haviland, Anna M.....	78	29	Ward, Rosa A.....	78
23	Hanson, Bella E.....	81	15	Wynne, Mary A.....	84
	Hunter, Louisa E.....	Not ex.			

E 4th.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
32	Armstrong, Edith.....	73	31	McCulloch, Ida.....	74
18	Butts, Belinda.....	83	9	Matthews, Margaret H..	88
7	Baker, Mary E	89	27	Miller, Mary G.....	77
3	Buttenweiser, Sophia....	91	26	Munroe, Isabella M.....	78
	Carroll, Mary S.....	Not ex.	33	Murray. Ellen J.....	73
	Conrad, Henrietta, [Dis.	Ap. 7,'76	24	Newberger, Sophie J....	81
11	Cowperthwait, Emily...	86	22	Newton, Elizabeth J....	82
2	Craemer, Annie M.....	94	35	Oatis, Maria T.....	72
29	Cregin, Rufina A.....	76	6	Opper, Laura	89
	Davega, Amanda.....	Not ex.	5	Peterson, Sarah	89
16	DeVoe, Emma F.....	84	1	Robert, Emily.....	98
36	Ford, Katie T.....	71	6	Robert, Belle.....	Not ex
17	Frankeheimer, Estelle...	83	21	Rhoades, Lizzy.....	82
19	Gardner, Lizzie P.....	83	20	Schwab, Bessie.....	83
37	Guinee, Mary.....	68	34	Simpkins, Melinda.....	72
4	Holmes, Emma W	90	25	Stanley, Pauline.....	80
15	Huddelston, Henrietta...	84	14	Tremper, Carrie N.....	85
38	Hamill, Sarah A.....	68	10	Terry, Sarah C.....	87
	Kellet, Jennie.....	Not ex.	13	Wiegert, Addie.....	85
23	Kuster, Emma.....	81	12	Whitefield, Mary.....	85
8	McAllister, Isabelle. ...	88	28	Whitley, Charlotte.....	76

A 3d,

Class Standing.	NAME.	Average per ct.	Class Standing.	NAME.	Average per ct.
8	Birmingham Jennie.....	80	19	Gies, Mary A.....	75
32	Brady, Ella A.....	66	24	Green Adelaide.....	71
	Babcock, Camilla [Dis. June 29, '76		3	Gibson, Fannie.....	84
12	Bartley, Leah.....	79	4	Houtman, Mary.....	82
20	Bonk, Julia H.....	75	19	Howe, Anastasia.....	75
34	Bebington, Mary J.....	65		Harrington, Frances L..	Not ex
15	Bouiface, Rachel.....	77	6	Hartigan, Anna.....	81
2	Chase, Cornelia N.....	85	23	Knipe, Jennie.....	72
10	Chapman, Elizabeth.....	80	30	Lutterloh, Ida J.....	67
33	Carroll, Annie.....	66	39	Lanigan, Annie.....	56
28	Crawford, Kate C.....	68	35	Murray, Alice J.....	64
38	Carlin, Elizabeth.....	61	42	McGaw, Agnes W.	53
26	Conway, Ida F.....	69	21	McCarthy, Mary.....	73
	Coffey, Kate.....	Not ex	31	Metzger, Mary.....	67
9	Cassidy, Maria.....	80	25	Norton, Henrietta.....	73
1	Cochrane, Emma.....	86	4	O'Connor, Camilla E...	82
7	Callahan, Elizabeth.....	80	40	O'Brien, Maggie L....	60
17	Duane, Maggie.....	76	27	Palmer, Kate.....	69
	Eustace, Ella [Dis. June 29, '76		29	Sacher, Laura.....	67
35	Egan, Bridget.....	64	10	Simm, Annie.....	80
37	Finley, Margaret C.....	62	16	Schaettler, Caroline....	77
13	Farley, Rose E.....	78	41	Toal, Lennie.....	57
22	Flannery, Delia E.....	72	13	Weir, Hattie E.....	78

B 3d

Class Standing.	NAME.	Average per ct.	Class Standing.	NAME.	Average per ct.
31	Alcott, Laura	64	1	King, Manuella	1
18	Allen, Kathleen	71	11	Kelly, Mary	76
31	Anchell, Hannah [Dis. June	29, '76	6	Lazarus, Alice	80
38	Anderson, Minnie	59	44	Lane, Mary	42
20	Baker, Eva	69	33	McGowan, Kate L	63
10	Behrens, Emlly	78	26	McGuire, Mary E	67
9	Bogert, Emma	79	6	McAuliffe, Ellen	80
35	Brockner, Isabella	62	45	McCullum, Margaret	70
	Browning Sarah	Not ex		Mason, Sarah E	Not ex
3	Coe, Emily	84	18	Murphy, Mary	71
3	Crommelin, Jennie	84		Nehrbas, Lizzie Dis. April	21, '76
40	Dawson, Rosa	56	27	O'Donnell, Katie	66
5	Doake, Maud	81	20	Quigley, Katie	69
14	Donohue, Margaret	75		Pickman, Catl. E. Dis. My	12, '
27	Field, Annie	66	16	Reed, Anna	74
16	Finch, Mary	74	43	Reilly, Katie	44
37	Fritz, Melissa	60	20	Rich, Kate A	69
33	Gass, Jennie	63	35	Ruck, Hattie	62
20	Gates, Fannie	69	20	Rosenthal, Virginia	69
29	Gould, Sarah	65		Seixas, Estelle	Not ex
11	Hassett, Lillie	76	14	Shields, Anna	75
41	Higgins, Bridget	54	29	Thornton, Henrietta	65
39	Hills; Anna	58	6	Wetherbee, Adella F	80
42	Holmes Augusta	50	2	White, Margaret K	88
11	Kauffman, Pauline	76	20	Wright, Jennie	69
	Keating, Mary [Dis. Feb	5, 1876			

C 3d.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
7	Bernhardt, Frances.	84		Jones, Annie.	Dis. Ap. 28, '76
36	Brady, Elizabeth.....	69	23	Jennett, Mary L.....	77
2	Beckwith, Emma J.	85	31	Johnston, Maggie...	74
11	Butler, Elizabeth...	83		Ketch, Cora.....	Dis. Fb. 5, '76
	Brophy, Jane.....	Not exam.		Lester, Adele.....	" Mch. 17, '76
19	Colburn, Kate.....	79	16	Lewis, Dora.	80
24	Clooney, Mary.....	77	40	Lankton, Katie.....	62
25	Cafferate, Fanny....	79	5	Lally, Delia.....	84
	Cunningham, Josie.	Dis. Feb. 18, 76		McCauley, Annie. ..	Dis. Jn. 29, '76
35	Despenville, Marie..	72	7	McMulkin. Tillie. ..	84
	Dougherty, Kate ...	Not exam.		Marston, Jennie.....	Dis. Ap. 28, '76
14	Dinklespiel, Selina..	81	7	Merritt, Edith.....	84
	Dillon, Mary.....	Dis. June 29, '76	16	Murray, Ella.	80
	Fulmer, Christina...	Not exam.	29	McGiveny M'gt.....	76
34	Fowler, Maggie,.....	72		Manning. Julia.....	Dis. Fb. 5, '76
20	Farrell, Maggie.....	79		Newell, Louise	" Jn. 29, '76
10	Farrel, Sarah.....	83		Nurse, Hattie.....	" Mch. 17, '76
22	Glen, Mary A.....	78		O'Connor, Mary A..	" Jn. 29, '76
27	Glassford, Jean.....	77	37	O'Connor, Teresa ...	69
39	Hammond, Laura...	63	41	O'Leary, Annie.....	57
21	Hamilton, Eugenia..	78	18	O'Neil, Emma F.....	79
4	Hamilton, Henrietta.	84	38	Pangburn, Estelle...	66
	Hays, Rebecca.....	Dis. Feb. 5, '76	6	Quinn, Catherine...	84
30	Hartley, Ida H.	75	12	Roylance, Fannie ...	83
3	Holly, Julia.....	85	27	Roche, Katie.....	77
	Hoogs, Grace S.....	Dis. Feb. 18, '76	26	Riley, Annie E	76
15	Hazel, Jennie	80	13	Swainson, Bell.....	63
			33	Simpson, Emma.....	71
			1	Stevens, Jennie.....	90
			32	Smith, Emily P.....	73

A 2d.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
27	Abbott, Mary	88	50	Morrison, Belle E.	66
41	Arnold, Josephine	76	4	Morris, Anna B	95
17	Brodhead, Harriet	91	42	Onderdonk, Carrie H.	75
12	Bleasby, Helen	92	36	de Palma, Marianna.	81
35	Bumsted, Caroline	82	2	Potter, Grace F	96
39	Bleakly, Sarah	79	20	Peyser, Hannah F	90
34	Connor, Lousie A	83	20	Palmer, Eva	90
	Craigie, Ella B.[dis. Fb. 11,	1876.	27	Rollo, Mary L.	88
29	Coffin, Mary E	87	8	Richardson, Louise	94
2	Cruickshank, Cora L.	96	20	Roeder, Bertha	90
17	Clark, Eleanor	91	12	Strasberger, Hannah	92
29	Dunne, Cecelia O	87	20	Stein, Frances A	90
37	Farley, Mary	80	8	Spencer, Mary J	94
25	Gregory, Mary J	89	45	Stout, Mary B	74
1	Hays, Rachel P	98	49	Spratt, Anna M	67
12	Haggerty, Mary	92	12	Sandford, Fannie.	92
29	Jerome, Minnie E	87	4	Sinclair, Anna H.	95
40	Jewett, Doborah	72	20	Smadbeck, Grace	90
25	Kuauffi, Dorah,	89	4	Smith, Carrie L.	95
40	Lynch, Elenore	77	4	Stone, Josephine E.	95
42	Lewis, Mary L.	75	33	Terry, Flora E.	84
8	Mattison, Elizabeth	94	12	Van Idersteln, Louise	92
42	Marchant, Sophie	75	11	Woodle, Minnie	93
47	McMullin, Sarah	71		Wheeler, Sarah E....[Not	ex
32	Mayer, Rachel	85	17	Zenea, Piedad	91
46	Menzie, Lehas	72			
37	McWilliams, Jane	80			

B 2d.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
25	Auerbach, Caroline A....	70	5	Leverich, Ida B.....	86
22	Ackerman, Eugenia.....	73	52	Lockard, Anna L.....	48
41	Buckhout, Louisa.....	65	29	Monaghan, Lizzie.....	70
31	Brown, Agnes.....	68	3	Memmell, Carrie.....	87
39	Baker, Mary E.....	65	35	McDonough, Anna.....	67
20	Biegel, Gertrude E.....	73	42	Montrose, Estelle.....	65
17	Bennett, Ida.....	75	49	McGovern, Kate A...	54
11	Cruisack, Kate F.....	81	6	Olney, Louise B.....	86
12	Cull, Mary C.....	81	7	O'Leary, Agnes E.....	85
32	Cowen, Belle A.....	68	18	O'Neil, Eleanor	74
26	Conrad, Matilda P.....	70		Osborne, Cecelia, [dis. Mch.	10,76
40	Coughlin, Salome A.....	65	51	Peck, Margaret.....	50
23	Dobson, Katie G.....	71	8	Raymond, Genevra E....	85
15	Doyle, Gertrude N.....	78	48	Sarles, Mary E.....	55
47	Dumoulin, Ella.....	61	30	Sarback, Mary E.....	69
34	Fall, Mary.....	67	21	Scherzinger, Minnie.....	73
53	Ford, Jane E.....	48	50	Silverstetter, Rosa.....	50
1	Fritz, Minnie.....	93	46	Shannon, Bridget G.....	61
10	Friedman, Sarah G.....	82	36	Schroeder, Emma.....	67
33	Frohman, Rachel	68	14	Smith, Helena A	79
43	Gale, Minnie G.....	63	16	Smyth, Sarah M	77
	Gedney, Georgiana...[Not	ex	37	Stackpole, Lizzie A.....	66
38	Gregory, Hattie.....	66	44	Stewart, Rebecca.....	63
4	Hagan, Anastasia.....	86	19	Sheridan, Mary.....	73
24	Haslett, Margaret.....	71	13	Sullivan, Margaret.....	79
2	Leahy, Nellie M.....	89	45	Wester, Kate...	62
9	Lott, Katie E.....	84	28	Zuckerman, Gertrude....	71
			27	Zirkoer, Caroline A.....	71

C 2d.

Class Standing.	NAME.	Avearge per ct.	Class Standing.	NAME.	Average per ct.
14	Asiel, Adelaide	87	7	Jennings, Sarah	94
11	Bartlett, Fannie	92	19	Kimmelstell, Jennette	85
29	Barnstone, Francis	79	44	Kruse, Lucy	71
25	Boak, Cornelia	83	33	King, Mamie	79
27	Brown, Hattie	81	9	Lederer, Louise	92
45	Bruning, Sarah	68	28	Lewinson, Selima	81
20	Callahan, Lizzie	85	12	Mack, Laura	89
14	Coddington, Ella	87	5	McArdle, Lizzie	85
29	Carpenter, Ida	79	1	Muller, Annie	97
18	Dempsey, Mattie	85	42	Purcell, Katie	73
22	Drummond, Caroline	83	8	Selleck, Florence	93
47	Dunham, Katie	54	32	Siedenback, Josie	79
13	Donohue, Maggie	87	46	Strauss, Isabella	63
31	Dennis, Clara	79	40	Sinnott, Mary	75
3	Everett Emma	96	5	Sulzbacher, Mary	95
38	Franklin, Fannie	77	41	Taylor, Mary	74
37	Geraghty, Delia	77		Twaddell, Virginia	Not ex.
34	Gallagher, Grace	78	3	Tuska, Sophia	96
36	Glass, Betsey	78	10	Thistle, Margaret	92
39	Gray, Mary	76		Whitehead,Sa'b[dis.M'y	12, '76
2	Hall, Mary	96	35	West, Myrtie	78
43	Hesse, Matilda	71	26	Wood, Marie	82
16	Hauner, Amy	86	48	Walsh, Annie	52
17	Hughes, Mary	86	24	Young, Matilda	83
21	Hayes, Mary	84		Green, Katie, [dis. M'ch	30, '76
23	Hughes, Lizzie	83			

D 2d.

Class Standing.	NAME.	Average per ct	Class Standing.	NAME.	Average per ct.
1	Amerman, Alice G.....	95	27	Meehan, Mary.....	82
5	Bush, Annie.....	91	27	McComb, Elizabeth....	82
8	Baum, Amelia.....	87	24	Morrow, Laura.....	83
39	Bennett, Mary.....	75	18	Mesa, Conchita.....	84
14	Carrington, Emily.....	85	42	McLoughlin, Kate.....	72
	Boak, Etta, [dis. April	3, '76	46	Miller, Martha.....	68
22	Clark, Minnie.....	83	14	McElhinney, Rebecca..	85
36	Davis, Della.....	77		O'Neil, Susie [dis. June.	29, '76
32	Dunbar, Mary	79	8	Parle, Alice.....	87
26	Elsworth, Marion H.....	82	18	Peterson, Pauline.....	84
43	Elliott, Lela...	72		Quantrell. Melissa.....	Not ex.
13	Fisher, Sarah.....	86	31	Riger, Christina.....	80
14	Gallagher, Annie.....	85	8	Sutherland, Manuela...	87
48	Harrington, Minnie.....	65	18	Sharp, Mary.....	85
40	Haviland, Emma.....	75	43	Smith, Agnes.....	72
36	Joseph, Jennie.....	77	4	Smith, Emily.....	93
41	Jones, Agnes..	75	27	Talbott, Mary.....	82
6	Jaycox, Clara.....	88		Thompson, Min'e [dis F'y	26, '76
3	Kenyon, Mary H.....	94	46	Thorn, Evie.....	67
1	Kugler, Hattie.....	95	36	Townley, Rebecca.....	76
45	Lockridge, Lizzie.....	71	24	Tice, Sarah.....	83
7	Lowenstein, Emma.....	88	27	Wallace, Agnes.....	82
32	Masterson, Annie.....	80	8	Walter. Anna.....	87
34	McKibbon, Emma.....	78	21	Weir, Kate.....	84
22	Morrison, Sarah.	83	34	Ward, Gertrude.....	78
8	Morrison, Sophia.....	87	14	Smith, Annie.....	85

E 2d.

Class Standing.	NAME.	Average per ct.	Class Standing.	NAME.	Average per ct.
22	Anderson, Ada.....	82	26	Kennelly, Alice.....	79
2	Aub, Sophia	93	14	Keller, Pauline.....	85
14	Baruch, Yosta.....	85	18	Lewith, Emma.....	84
6	Baldwin, Nettie.....	91	..	McIntyre, Estelle.... ..	Not ex
13	Boyle, Maggie	86	5	Mattison, Alice.....	92
..	Barrett, Mamie, [dis. June	29, '76	8	Meek, Amelia.....	88
40	Brainard, Hattie.....	86	28	McCarthy, Margaret.....	77
1	Cook, Jennie	95	42	Moore, Belle.....	67
26	Campbell, Clara....	79	31	Maloy, Mary.....	76
11	Clark, Margaret	87	7	Neill, Mary.....	89
22	Cowen, Lizzie	82	43	Nugent, Nellie.....	65
28	De Veau, Helen.....	77	2	Perkins, Nellie.....	93
31	Ellis, Alice	76	8	Perley, Florence.....	88
44	Ellison, Clara.....	64	14	Pollack, Esther.....	85
39	Flynn, Rebecca	73	25	Plugh, Gertrude..	80
11	Grau, Gilda.....	87	20	Rothschild, Tillie.....	83
20	Gould, Emma.....	83	36	Sinclair, Mary.....	75
38	Guinzburg, Elenora.....	74	31	Stadeker, Bertha.....	76
31	Hardy, Minnie.....	76	2	Striem, Gussie.....	93
28	Hughes, Agnes.....	77	..	Wilcox, Ella, [dis. Feb.	25, 76
18	Hughes, Martha	84	31	Wilcox, Hannah.....	76
37	Hunter Nesta	75	41	Ramsey, Josie.....	68
14	Jansen, Louise.....	85	45	Steer, Anna.....	56
..	Kelly, Robertine, [dis. Mch.	31, '76	8	Smith, Annie.....	88
24	Kelly, Theresa.....	81			

F 2d.

Class Standing.	NAME.	Average per ct.	Class Standing.	NAME.	Average per ct.
	Apolant, Julia, [dis. Feb.	12, '76	36	Kennedy, Frances	75
13	Beach, Annie	87	20	Kennedy, Sarah	87
28	Besselieve, Lily	82	11	Kennedy, Matilda	90
7	Birmingham, Florence	92	1	Lobdell, Josie	95
39	Bosse, Mary	72	38	Mandell, Joanna	73
16	Berger, Louise	88	43	Newlin, Josie	65
24	Curtis, Susie	86	22	Morgan, Olive	87
35	Cone, Henrietta	77	12	Price, Kittie	90
33	Cantrell. Mary	78	26	Robinson, Mary	84
33	Clarke, Lizzie	78	23	Ruggles, Jennie	86
15	Davison, Harriet	88	32	Rogge, Emma	79
4	Dugan, Lizzie	93	6	Redding, Emma	92
31	Doran, Eva	79	25	Sutherland, Elma	85
19	Dailey, Hattie	87	27	Swartz, Annie	84
42	Denison. Helen	64	8	Seligman, Carrie	92
5	Eisig, Bertha	93	30	Stone, Sarah	80
21	Ferriss, Minnie	87	18	Story, Ida	88
29	Farley, Annie	82	37	Taylor, Annie	73
9	Gregory, Lizzie	91	14	Tooker, Eliza J	89
16	Griffiths, Jennie	88	2	Vogel, Annie E	96
10	Heyman, Sarah	90	40	Westley, Nettis E.	70
41	Kennedy, Julia	67	3	Ware, Clara	93
	Kayton, Rachel	Not ex			

G 2d.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.
18	Alexander, Hannah J...	81	1	Lichtenstein, Emili
20	Brown, Minnie W.....	80	12	Lyon, Adelaide.....
28	Bardash, Carrie W.....	76	..	Lindeman, Juliet..
33	Blake, Ella.....	68	31	Litson, Mary.....
15	Cain, Lucy.....	82	8	McEvily, Mary F.
15	Carter, Mary E.....	82	5	Murray, Jennette.
26	Cummings, Emma.....	78	..	Nelson, Carrie E...
26	Crozier, Ida L.....	78	11	O'Grady, Annie E
27	Dugan, Maggie G.....	77	9	Pokorney, Antonio.
24	Davis, Katie.....	79	..	Parsons, Mary A...
10	Evans, Mary R.....	85	18	Parker, S. Ettie....
5	Evans, Alice J.....	90	32	Reid, Lillie.....
3	Fairchild, Jane.....	95	34	Sauer, Caroline J..
12	Goldenberg, Hannah....	83	30	Seiler, Lizzie.....
20	Hirsch, Carrie.....	80	5	Schneider, Theresa
..	Harvey, Hattie.[dis.M'ch	31, '76	20	Stone, Emma L....
15	Hirsch, Fanny.....	82	35	Smith, Martha E...
4	Henry, Anna C.....	91	..	Smith, Emily.....
..	Herring, Sarah.[dis. Ap.	24, '76	24	Warner, Leonora..
20	Iden, Mary C.....	80	1	Wilson, Louise....
29	Jennison, M'ie.[dis. M'ch	31, '76	..	Whitehorn, Alice..
..	Koegel, Bertha A.....	72	26	Walsh, Mary.....
12	Lines, Addie S.....	83		

H 2d.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
2	Artman, Florentine.....	93	47	Knox, Ella.....	67
40	Blake, Charline.....	71	4	Kaufman, Emma.....	93
38	Billings, Emily.....	72	..	Leddy, Mary..[dis. May	19 '76
12	Billy, Adelaide.....	87	28	Mosbach, Emma.....	79
32	Condon, Mary.....	77	35	Murphy, Kate.....	73
21	Cobb, Minnie.....	83	36	Magenheimer, Amelia...	73
45	Church, Emma.....	68	37	McGowan, Hannah.....	
1	Cornell, Ella.....	96	11	Moore, Jennie.....	88
30	Davidson, Annie.....	78	23	Murray, Mary.....	83
3	Davis, Emily.[dis. June	29, '76	6	Molt, Mary.....	90
44	Dunn, Lizzie.....	69	7	Nussbaum, Sarah.....	90
10	Eckstein, Laura.....	88	..	Parr, Carrie..[dis. April	21, '76
46	Edwards, Eliza.....	67	5	Quill, Annie.....	91
..	Fogarty, Lizzie[dis. June	29, '76	20	Regan Mary.....	84
24	Freystadt, Sarah.....	82	29	Reynolds, Addie.....	79
13	Flemming, Anna E.....	87	..	Reeves, Mary A.....	Not ex
14	Goethals. Annie.....	86	25	Rich, Flora.....	81
42	Gill, Lizzie.....	70	17	Sanders, Bena.....	85
8	Gehrman, Emma.....	89	26	Steinmuller, Addie.....	81
39	Goldie, Sarah.....	72	18	Schmultz. A..[dis. June	29, '76
22	Graham, Mary.....	83	48	Smith, Mary.....	65
27	Heyman, Emma.....	79	33	Sexton, Mary.....	75
16	Hennessy, Kate.....	85	34	Watson, Rowena.....	75
41	Harder, Maggie.....	71	9	Weinberg, Miriam.....	89
19	Hill, Rebecca.....	84	49	Wheelan. Delia.....	64
15	Katz, Francesca.....	86	31	Wiley, Rachel.....	78
43	Keech, Louise[dis. June	29, '76			

A 1st.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
..	Allen, Nettie.....	Not exam.	3	Kennelly, Carrie...	Not exan
..	Brown, Fannie E.	60	..	Liddle, Jennie.....	89
10	Blackledge, Lizzie	82	..	Knox, Georgie.....	Dis. Feb. 18
21	Brown, Maggie...	76	..	Murray, Nellie.....	Dis. June 24
..	Boyle, Elenora...	Dis. May 19,'76	..	Morand Georgie...	Dis. Apr. 7
36	Burns, Mamie....	62	1	McCusker, Annie J.	90
35	Belzer, Ella.....	65	7	Mullan, Ella.....	83
..	Blaney, Nellie....	Not exam.	14	Murray, Susie.....	80
12	Core, Ella.....	81	19	Murphy, Mary.....	76
41	Connelly, Maggie.	54	42	McCormick, Annie.	78
27	Cremin, Lizzie...	73	9	McKee, Annie.....	83
40	Connell, Lizzie...	56	2	McBarron, Anna...	89
30	Corbell, Lizzie...	70	4	McBarron, Aggie..	85
..	Crowell, M. Louise	Dis. June 29,'76	11	Nicholson, Mary...	82
..	Duncan, Mrgt. E.	Not exam.	7	North, Laura.....	83
38	Denison, Evie....	58	..	Nixon, Annie.....	Not exan
23	DeVinne, Anna...	74	44	O'Connell, Annie..	73
34	Dunn, Sarah.....	67	24	Pettigrew, Minnie..	74
37	Eagan, Meatrice..	60	..	Pohle, Clara W....	Dis. Mch. 3
32	Fitzpatrick, Bl'che	67	22	Purdy, Addie.....	75
20	Feeks, Tillie.....	76	28	Patterson, Maggie..	72
..	Gesner, Virginia..	Dis. June 29,'76	6	Suling. Sophie.....	84
31	Glynn, Maggie...	69	8	Schuster, Minnie...	83
..	Goettings, Anna..	Not exam.	33	Staats, Maria A....	66
39	Heinberg, Lizzie.	Dis. June 29,'76	..	Story, Julia.....	Dis. May 19
..	Hiscox, Ellie.....	Dis. June 29,'76	18	Steffin, Harriett....	77
16	Hornidge, Flor'ce	79	26	Tompkins, Susie...	78
5	Hardy, Lizzie....	84	17	Turner, Libbie.....	79
..	Hays, Adelia.....	Not exam.	25	Waters, Lizzie.....	73
13	Howard, Carrie..	80	15	Curran, Annie.....	79

B 1st.

Class Standing.	NAME.	Average per cent.	Class Standing.	NAME.	Average per cent.
26	Appleton, Minnie...	75	25	Miller, Cora.....	76
17	Aldis, Lida D.....	79	..	McManus. Katie...	Dis. Mch. 17,'76
13	Bowers. Laura.....	80	29	Merkle, Katie.....	75
46	Black, H. Ida.....	Dis. June 29,'76	43	McMurrwin, Josie..	69
24	Braddick, Libbie...	76	13	McNally, Emeline..	80
..	Bailey, Mary.....	Not exam.	3	Newberger, Hannah	86
..	Cox, Mary E.....	Dis. June 29,'76	16	Norris, Clara.....	79
6	Collyer, Edith.....	84	15	Neagle, Mary.....	80
37	Cohen, Eugenia....	72	26	O'Rourke, Kitty....	75
16	Cox, Maggie A.....	79	37	Packingham, Annie.	72
8	Coe, Mary.....	82	34	Power, Mary.....	73
21	Cox, Jessie F.....	78	43	Russell, Carrie.....	69
5	Day, Emma E.....	84	..	Stoddard, Eveline..	Dis. Mch. 10,'76
23	Doran, Katie.....	77	2	Sanders, Eliza.....	88
12	Einstein. Sarah	81	8	Sparrow, Katie.....	82
31	Easton, Bella J.....	74	11	Stainton, Annie.....	82
33	Fitzpatrick, Emma.	74	45	Stanton, Anna M....	62
26	Grant, Margaret....	75	..	Schmitz, Anna.....	Dis. Feb. 5, '76
..	Geary, Margt. E...	Dis. Mch. 16,'76	..	Schiffer, Emma.....	Dis. June 29,'76
19	Haight, Hattie M...	79	40	Thompson, Effie G..	72
1	Harris, Sarah.....	88	30	Travis. Alice.....	74
37	Johnson, Isabella...	72	..	Waumaker, Eleanor	Dis. June 29,'76
4	Kennedy, Mary F..	85	21	Weyman, Sarah.....	78
8	Kelly, Fannie.....	82	31	Walgrove, A. J.....	74
35	Kenney, Eugenia...	73	..	Wilson, Ellen.....	Dis. Apr. 7, '76
25	Lambert, Harriet...	73	7	Youngs, Addie.....	83
42	LaFetra, Katie E...	70	..	Zuckerman, Eleanor	Dis. June 29,'76
..	Luther, Mary.....	Dis. May 19,'76	..	Bradley, Maggie...	Dis. Feb. 5, '76
41	Moran, Lizzie.....	70	..	Hays, Lizzie.....	Dis. June 29,'76
16	McKnight, Bella...	79	..	Kruse, Josephine...	Dis. June 2, '76

C 1st.

Class Standing.	NAME.	Average per cent.	Class Standing	NAME.	
33	Ahearn, M'g't F.....	70	8	Kemp, Pauline.....	8
..	Asher, Martha [dis. M'ch	10, '76	37	Leighton, Mary.	6
..	Bell, Frances..[dis. June	29, '76	43	Lockard, Annie[dis. June	29,
5	Bruce, Fannie.....	83	29	Lobsitz, Sophie.....	7
44	Bishop, Sarah.[dis. June	29, '76	4	Lewis, Carrie C.....	8
21	Bellows, Josie A.....	76	6	Lee, Rosa.....	8
40	Curtis, Nora.....	68	..	Lockard, Mary[dis. June	29,
20	Cavanagh, Ida A.....	77	..	McCrea, A'lina [dis. June	29,
24	Cunningham, Mary.....	75	..	McCarty, Mary[dis. M'ch	17,
41	Coyne, Lizzie J.....	57	2	McConnell, Clara.....	8
13	Coombe, Elizabeth.....	80	38	McConnell, Josie.....	6
..	Curtis, Katie G.[dis. Apr.	7, '76.	26	McGrath, Charlotte.....	7
..	Dorgman, Mary[dis.Apr.	7, '76.	13	Paulson, Rachel.....	8
..	Dimond, Kate.....	Not ex	17	Pierson, Mary J.....	7
8	Dinklespiel, Hannah....	81	24	Phillips, Carrie.....	7
..	Donovan, H'nah[dis.May	19, 76	32	Pike, Frances E.....	7
36	Day, Frances E.....	68	3	Pfenning, Pauline.....	8
1	Earle, Julia J.....	92	13	Rosario, Emma L.....	8
..	Feder, Sarah..[dis. June	29, 76	26	Rauch, Ida.....	7
8	Fitzpatrick, Josie.....	81	34	Sutherland, Ida	7
8	Fisher, Emma.....	81	..	Stigler, Lizzie..[dis. June	29,
18	Fee, Meggie.....	78	28	Steinlein, Ida.....	7
21	Falk, Frances.....	76	8	Schoen, Cecilia.....	8
21	Frost, Mary.....	76	18	Sinclair, Annie L.....	7
13	Gregor, Emenetta.....	80	47	Trafton, Annie.[dis. June	29,
39	Green, Almira.[dis. June	29, '76	6	Thomas, Aloise C.....	8
..	Grosse, Louise.[dis. Feb.	18, '76	..	VanHouton, V.[dis. M'ch	31,
..	Hopper, Isa'lla[dis. June	29, '76	29	VanThiel, Eleanor.....	7
..	Hawkins, E. R.[dis.June	29, '76	31	Wagner, Anna.....	7
20	Jaeger, Louise.....	77			

ADMISSIONS FROM PUBLIC SCHOOLS, SEPTEMBER 1, 1876.

No. of School.	NAME.	Average per ct.	No. of School.	NAME.	Average per ct.
2	Abrams, Flora	93	37	Brown, Lizzie J.	79
3	Ackerson, Eliz. S.	86	39	Balmore, Jennie L.	70
3	Adler, Frances	89	39	Blair, Maggie	70
10	Amuel, Gertrude	74	39	Buck, Ida L.	77
25	Appell, Helena	77	39	Blauvelt, Marion M.	70
33	Allen, Caroline A	88	45	Black, Minnie A.	91
28	Adler, Rachel	90	45	Banks, Lizzie W.	93
28	Angus, Eveline	87	45	Beuthner, Lena	89
45	Albert, Clementine	93	61	Bell, Emma	90
44	Allison, Carrie E.	83	46	Birkins, Etta	75
42	Aaron, Sarah	70	47	Bliss, Mary	91
41	Audie, Martha	87	47	Bergamine, Louisa	86
50	Arnstein, Matilda	80	44	Britton, Jennie	83
50	Adams, Augusta	82	42	Bielefeld, Augusta	76
59	Ash, Isabelle	85	48	Buchanan, Cora L.	83
56	Alexander, Mary	82	49	Berrington, Jennie	88
60	Ashfield, Ada C.	93	48	Busselle, Sophie M.	91
66	Ackerman, Louise	79	49	Beran, Johanna	72
63	Albro, Alice M.	87	41	Barton, Ella	80
47	Anderson, Kate M	87	41	Barrett, Fannie	88
			12	Barrett, Ellen	70
9	Bird, Annie F.	82	50	Bradley, Agnes	73
13	Brill, Margaret	88	56	Bolacker, Annie	70
13	Bauman, Rachel	71	50	Birkenmeyer, Eliz. J.	91
13	Bergemeister, Henrietta	87	59	Grady, Mary L.	95
10	Baxter, Carrie L,	77	59	Betker, Clara E.	84
14	Birett, Fannie	79	66	Ball, Lizzie	70
15	Brewster, Emma J.	87	65	Briggs, Lydia T	83
17	Brown, Gertrude A.	87	12	Baldwin, Margaret	70
18	Brinkerhoff, Katie	74	12	Baldwin, Alferetta	77
19	Brown, Mary	72	47	Blau, Mary	88
18	Benny, Josie	74	47	Brigham, Adelaide	86
18	Baroun, Gertrude	71	47	Brown, Josephine	86
27	Butler, Elizabeth F.	75	47	Blauvelt, Addie	86
25	Brown, Julia	79	47	Bassie, Adele M.	85
25	Biele, Mary	70			
25	Bail, Annie M.	88	1	Cavanagh, Kate	81
20	Burrucker, Katie M.	83	1	Callan, Mary	96
20	Berger, Annie	83	1	Crawford, Bella	71
19	Bush, Annie	70	3	Cole, Nellie L.	87
21	Baltes, Josephine	70	3	Conklin, Ella F.	76
33	Barry, Amelia	80	10	Cutler, Katie A.	77
33	Batterman, Emma A.	79	10	Crawford, Eliza	70
34	Butler, Mary A.	70	17	Crowell, Caroline M.	87
39	Bennett, Annie F.	78	18	Conklin, Ella	84
30	Bruenn, Clementina	75	17	Conner, Adelaide	84

No. of School.	NAME.	Average per ct.	No. of School.	NAME.	Average per ct.
33	Clow, Frances	76	14	Donar, Theresa L	70
39	Colquett, Mildred C	70	17	Donohue, Susan C	80
37	Curtis, Julia A	75	17	Dempsey, Blanche	84
33	Cassley, Anna	79	18	Dolan, Agnes	87
38	Cross Josie	73	18	Donegan Hannah	79
37	Cohen, Rosa	86	27	Defendorf, Emma	88
37	Core, Annie S	86	33	Dugan, Francis V	82
45	Carwick Alice	93	30	Davies Annie	70
47	Chelborg, Julia K	95	34	Duesenberry, Ella	72
47	Corbitt, Jessie C	82	37	Devar, Jessie E	73
47	Carroll, Julia	89	41	Donavan, Kate	85
47	Coffin, Marietta	86	38	Demarest, Lizzie	76
42	Cummins, Maggie	84	47	De Lau, Annie E	87
48	Costello, Mary E	76	47	Donegan, Maggie	88
48	Castellanos Tonita	90	46	Devlin, Mary E	78
48	Combellin, Alice D	84	48	Dodez, Emily M	84
48	Cowen, Margaret	72	48	Devine, Margaret M	87
48	Caunt, Charlotte H	80	48	Dick Ella A	91
48	Caunt, Mary	84	41	Duhme, Annie	83
48	Costellanos, Lila	80	50	Douglas, C. Adelaide	70
49	Cornell Evangeline	81	50	David-on, Matilda	93
50	Connolly, Anna E	89	59	Day, Emilie C	87
50	Cregan, Sophia T	82	59	Dorn, Serina	89
53	Crane, Annie G	93	63	Davis, Mary J	95
53	Cohen, Hannah	85	63	Dugan, Mary E	72
53	Conley, Alice M	70	47	Davidson, Lizzie R	90
54	Cooper, Adelaide	85			
50	Cahill, Emma	90	15	Edwards, Laura	78
59	Cotton, Mary J	85	13	Elsasser, Louisa	75
56	Cairns, Isabelle	76	13	Ehrhart, Emma C	80
59	Clevenger, Anna A	85	19	Emminger, Lavinia	91
59	Campbell Lura E	90	30	Ehrlinger, Charlotte	70
59	Curran, Mary L	92	37	Edney, Virginia M	77
64	Crocheron, Josie A	85	37	Engelke, Emma C	8
64	Campbell, Fanni	87	39	Earle, Ella C	8
60	Crowe, Maggie	84	45	Egbert, Annie B	
12	Curry, Esther	70	47	Eisig, Bella	
47	Chambers, Lilian S	87	47	Ewen, Isabella	
47	Corwin, Fannie M	76	47	Etlinger, Lina	
47	Charlton, M Annie	87			
1	Danehy, Mary	71	1	Freidsam, Lizzie	
1	Drew, Mary	81	15	Frank, Henrietta	
1	Dolan, Mary	74	3	Frazer, Lucy C	
9	Davis, Mary	74	17	Foster, Mary	
8	Davis, Flora	74	20	Fraser, Mary C	
3	Dennison, Kezia E	84	22	Fitzpatrick, Lizzie C	
13	Duncombe, Mary E	73	22	Fanyier, Kate G	
14	Daly, Tillie	76	29	Frendenstein, Ida D	
			27	Fennell, Emma	

No. of School.	NAME.	Average per ct.	No. of School.	NAME.	Average per ct.
25	Felsinger, Lena	70	12	Gleeson, Ellen	88
83	Furman, Bertha	93	47	Glatz, Blanche A	89
33	Francis, Cecelia A	79	47	Gilhan, Clara J	87
30	Flynn, Margaret	73	47	Goetze, Eliza J	80
39	Fielder, Abbie C	78	45	Graham, Louisa	86
33	Floyd, Louisa	77			
33	Ford, Frances A	87	2	Holly, Jane	86
37	French, Rose	85	1	Hennessy, Annie	89
37	Fisk, Mary L	80	8	Heynen, Louisa G	89
37	Foggin, Sarah N	88	13	Hauser, Bertha C	81
45	Filson, Ella	87	13	Horn, Agnes	85
47	Friedenberg, Pauline	91	2	Hirschfield, Amelia	79
48	Feeney, Mary	78	3	Halliday, Nettie	72
49	Friend, Jennie	83	3	Holmes, Cecile	90
42	Fisher, Pauline	70	13	Heitler, Louisa G	77
42	Fischer, Tillie	70	10	Hughes, Henrietta J	71
50	Fletcher, Minnie A	87	10	Hughes, Annie E	74
56	Finch, Jessie	77	15	Hauston, Julia	86
50	Fulda, Melina	92	14	Hull, Lydia	81
12	Frank, Augusta	88	18	Horton, Katie	77
47	Foster, Kate McC	95	18	Heims, Minnie	86
47	Ferrier, Hattie J	94	20	Heggi, Rosalie	89
47	Freer, Frances	91	22	Hart, Lizzie M	81
			28	Harris, Eliza B	86
8	Garner, Nellie	91	27	Hays, Julia	80
10	Green, Cora	75	33	Hurley, Caroline A	76
17	Gilbert, Ellen	76	33	Holden, Mary J	78
17	Geoghegan, Ellen F	79	30	Hayes, Mary H	78
17	Guthrie, Martha J	77	39	Hough, Mary S	76
27	Green, Mary	75	33	Hennessy, Elizabeth L	83
30	Green, Annie	75	39	Hirschman, Josie	73
37	Goldenberg, Minnie	82	39	Hays, Ida A	70
38	Gwynne, Mamie	79	38	Henderson, Sarah	73
45	Gregory, Lizzie C	83	37	Hansen, Lillie B	75
45	Graham, Addie	92	37	Hadley, Elizabeth	84
44	Geagen, Lizzie M	80	45	Houghton, Mary A	77
42	Ginsky, Jennie	71	45	Hooper, Mary L	90
42	Gillespie, Wilhelmina	70	47	Hamill, Lizzie	89
41	Gildersleeve, Florence	88	47	Hopps, Jennie	89
56	Gowan, Emma A	75	47	Hedden, Sarah	94
50	Goodwin, Mary F	92	61	Henry, Minnie	86
56	Gallagher, Elenore	75	48	Hayden, Eleanor N	76
60	Goldie, Hannah	91	48	Hamilton, Elizabeth	70
59	Grossmayer, Clara	96	48	Hume, Annie A	70
60	Goodale, Maude M	92	49	Hume, Jessie T	87

No. of Schools.	NAME.	Average per ct.	No. of School.	NAME.	Average per ct.
49	Harris, Elizabeth A.....	79	21	Kilfoyle, Louisa.....	8
49	Herlihy, Minnie.....	81	33	King, Annie C.....	7
53	Heylbert, Johanna.....	88	33	Keegan, Elizabeth.....	8
53	Henderson, Jane.....	83	62	Kay, Annie L.....	7
53	Henderson, Helen A.....	77	42	Kantrowitz, Fannie.....	8
59	Hughes, Martha H.....	78	41	Kanady, Anna.....	8
59	Hackes, Zelina.....	83	42	Kensing, Mary.....	7
59	Hardy Sarah E	86	50	Keilley, Annie.....	8
59	Hartman, Martha.....	87	50	Kirkham, Susanna C.....	9
63	Hull, Charlotte L.....	94	50	Kelley Martha A	8
42	Hart, Rachel.....	86	56	Koste., Minnie.....	7
12	Hayes, Hannah	80	56	Knipe, Susan E.....	8
..	Hunter, Jennie.....	86	59	Kilpatrick, Martha.....	9
47	Hudson, Elizabeth.....	87	64	Kennard, Grace E.....	9
47	Heyman, Christina.....	94	64	Kerr, Mary A.....	8
34	Hemmings, Laura M.....	70	63	Kerby, Mary J.....	8
			47	Kellock, Minnie J.....	8
17	Irving, Ella S.....	84	47	Kinney, Georgia C.....	9
18	Iglestrom, Frederica.....	88	41	Kanady, Lillie.....	8
20	Isaacs, Ida.....	91			
59	Irving, Mary F.....	89	13	Lyendecker, Rosamond..	9
			3	Langstadter, Clara.....	8
10	Jones, Kate.....	80	13	Luther, Emma R	7
15	Jollenbuck, Mena.....	89	10	Li-bers, Bella A.....	7
17	Johnston, M. Anna.....	88	10	Loftus, Maggie A.....	7
24	Jones, Mary.....	73	14	Lloyd, Eglantine G.....	8
33	Janes, Martha B.....	88	17	Levy, Henrietta.....	8
45	Jacobs, Jennette.....	89	17	Lightowler, Jeannette C..	7
47	Jacobi, Sarah.....	84	17	Limbert, Sarah E.....	8
49	Jones, Jennie	73	18	Lichtenauer, Bertha.....	7
56	Jones, Louisa J.....	80	22	Lindgren, Maggie L.....	8
56	Jones, Catherine E.....	72	25	Latus, Katie.....	8
*3	Johnson, Gertrude E....	70	36	Liebman, Ida.....	8
			19	Lorenze, Barbara.....	8
1	Kearney, Margaret.....	73	28	Lissner, Rose.....	7
1	Kelly, Mary.....	89	41	Lewis, Belle	8
2	King, Annie.....	79	37	Lyon Juliette.....	7
13	Kraft, Otillie.....	75	47	Loudon, Teresa.....	8
13	Kohlish, Eliz. P.....	74	45	Lee, Harriet E.....	8
15	Knapp, Minnie.....	78	45	Lederer, Amelia.....	8
15	Keller, Louisa C.....	71	44	Lawless, Lizzie L.....	7
17	Kuh, Carrie.....	82	49	Lederer, Rose.....	8
15	Kolb, Henrietta C.....	88	49	Luby, Catharine L.....	8
18	Krause. Tillie.....	80	49	Lemlein, Matilda.....	7
25	Kelly, Nellie.....	70	42	Lichtenstein, Rebecca....	7

* Colored.

No. of School.	NAME.	Average per ct.	No. of School.	NAME.	Average per ct.
41	Lowenstein, Ida	82	37	McElvaine, Edith	71
60	Loughlin, Mary C	72	33	McLaury, Emily R	91
53	Lavendol, Adele	95	41	McCready, Lizzie	79
53	Lavendol, Florence	91	39	Mack, Sallie E	77
53	Lehman, Lena M	87	39	Munson, Annie H	78
54	Lemon, Matilda J	74	37	Mitchell, Annie E	89
56	Lippatt, Alice	83	45	Moore, Jessie	90
59	Lyon, Pruella	91	47	Murray, Agnes J	86
65	Lueb, Julia H	94	47	Marsh, Elia	92
47	Laird, Alicia L	93	47	Massey, Laura	89
47	Le Hurray, Allien F	90	46	McAllister, Hattie J	72
7	Lycett, Anna S	87	45	Mandeville, Carrie	91
*1	Loveridge, Irene D	70	44	McManus, Mary B	84
			44	McGren, Sarah	87
1	Murphy, Kate	71	48	Merritt, Charlotte	85
9	McGrury, Emma L	87	48	McEvoy Mary R	81
13	McKittrick, Lizzie M	70	48	McNeil Frances E	83
8	Marx, Lydia L	89	48	McDonald Anna B	84
8	Mouninger, Emily L	72	48	Mann Prestonia	89
13	McGill, Mary T	87	49	Marcus, Fannie D	88
3	McLoughlin, M'g't	82	49	DeDonough, Mamie	70
14	Moore, Emily	78	41	Mattison, Hattie	87
15	McCabe, Marguerite R	94	50	McCoy, Georgiana	83
17	McLaren, Angelina	75	50	Miller, Anna M	90
17	Morgan, Frances L	87	50	McComber, Carrie D	93
17	Mack, Rosa	81	53	Monks, Sarah R	71
18	Meehan, Marcella	77	53	Monks, Charlotte	84
18	Murphy, Mary	83	53	Muloney, Kate L	81
27	McCaul, Kate A	70	54	McCready, Henrietta	79
28	Meyers, Marion	84	54	Marrion, Mary A	79
23	Murphy, Julia	82	56	McMains, Katie	85
23	Murray, Kate	81	56	Martin, Maude M	84
23	Murphy, Nora	70	56	Meredith, Elizabeth A	77
19	McColgan, Maggie	80	59	Moncrott, Jane	86
20	McGuire, Angeline V	83	56	Mettel, Doretta	80
20	Mack, Addie	87	56	McMains, Susie	72
33	Muller, Emma A	84	56	Morrison, May F	83
33	Murray, Margaret E	85	56	May, Millicent E	82
28	Myers, Carrie	88	56	McCoy, Anna	70
24	McGinn, Mary	70	64	MacNamara, Mary W	71
24	McGloin, Addie	75	12	McCarthy, Emma	87
30	McGrane, Katie	73	47	Mahnken, Amelia	86
30	McGrane, Mary	77	47	Marks, Theresa	94
30	Murphy, Annie	76	47	McKeag, Mary E	92
37	Merrifield, Imogene	80	47	McKeag, Harriet	86

*Colored.

No. of School.	NAME.	Average per ct.
47	Mathews, Katherine L...	86
34	Meyers, Rosa.....	70
42	Moore, Jennie.....	70
2	Nisson, Emily.....	85
27	Neely, James.....	71
25	Neuman, Minnie.....	78
25	Nugent, Emily.....	78
20	Newkirk, Elizabeth.....	83
41	Noble, Emma.....	82
45	Nordlinger, Grace.....	97
49	Noble, Annie E.....	81
41	Nichols, Sarah.....	89
42	Namm, Lena.....	81
53	Nilson, Mary J.....	88
66	Norton, Kate A.....	72
47	Newman, Estelle.....	94
47	Nickels, Helen F.....	85
50	Oatis, Anna A.....	88
2	O'Connell, Julia.....	79
34	O'Neill, Mary T.....	72
37	O'Connor, M. A.....	90
33	O'Donnell, Mary E.....	73
38	O'Neill.....	77
46	O'Brien, Martha.....	70
48	O'Connor, Kate G.....	72
53	O'Kearney, Mary M.....	79
56	Owens, Elizabeth A.....	76
59	Oppenheimer, Hannah...	90
12	O'Brien, Nellie.....	75
53	O'Brien, Annie J.....	71
13	Prager, Gertrude H.....	85
2	Penney, Anne.....	88
3	Pennington, Emma.....	88
17	Powers, Frances M.....	91
17	Purcell, Mary F.....	87
17	Pockridge, Annie E.....	82
17	Potter, Annie.....	86
17	Patterson, Virginia.....	87
17	Pyke, Miriam V.....	83
23	Peoples, Kate.....	81
21	Plunket, Annie.....	70
28	Power, Belinda.....	79
28	Power, Catharine A.....	
41	Provost, Lilian.....	
37	Palmer, Mary E.....	
45	Peck, Mamie E.....	
48	Potterton, Jennie L.....	
48	Purdy, Elizabeth B.....	
49	Prunty, Mary.....	
50	Pearson, Mary A.....	
50	Panick, Mary M.....	
53	Perley Virginia.....	
54	Pratt, Mary A.....	
59	Phair, Maria L.....	
63	Pinker, G. Sarah.....	
47	Phelps, Nellie M.....	
47	Prescott, Anna.....	
47	Parisott, Mary J.....	
47	Peterson, Elizabeth J.....	
17	Quigg, Agnes S.....	
47	Quackenboss, Elizabeth..	
59	Quigg, Sarah.....	
2	Raycraft, Mary.....	
9	Ray, Addie F.....	
8	Reidy, Louisa G.....	
10	Reeves, Mamie H.....	
15	Rankin, Addie F.....	
14	Rogers, Lizzie A.....	
17	Rork, Adelaide.....	
17	Rosenthal, Deborah....	
18	Ryan, Addie.....	
18	Robinson, Sarah.....	
18	Richter, Clara.....	
22	Raymond, Mary A.....	
23	Riley, Johanna.....	
19	Robertson, Jane.....	
21	Ryan, Jennie.....	
28	Ritz, Louise.....	
39	Raynor, Ida L.....	
37	Reilly, Isabel.....	
33	Raymond, Isabel.....	
33	Reilly, Frances.....	
38	Reid, Mary.....	
37	Richmond, Mary E.....	
44	Reiners, Johanna L.....	

No. of School.	NAME.	Average per ct.	No. of School.	NAME.	Average, per ct.
42	Rich, Rosa	70	45	Springer, Amelia	85
44	Rice, Theresa M	86	45	Studley, Clara	93
48	Reid, Anabella C	84	45	Soulleyet, Kate L	89
42	Rosenstein, Rachel	72	45	Strauss, Anna	85
53	Rosenbaum, Annie	84	45	Strasberger, Eva	85
53	Rose, Isabella	91	45	Smith, Maggie	80
56	Robinson, Lydia A	83	45	Sundmacher, Minnie	89
56	Raynor, Harriet N	88	24	Schute, Augusta	80
60	Rodney, Emily	82	47	Sherwood, Josie	86
47	Rosenstein, Hannah R	92	46	Scallon, Kate	73
47	Richards, Laura N	84	42	Silverstein, Bertha	70
47	Roome, Ada E	88	49	Smith, Maggie J	78
47	Rich, Carrie	97	49	Scouler, Mary	83
47	Rogers, Adelaide	85	49	Strauss, Maggie H	79
			41	Shaw, Bertha	82
1	Slattery, Kate	76	50	Scanuell, Josephine A	80
1	Slattery, Eliza	50	50	Stich, Delia	80
2	Scott, Emma	88	50	Scoles, Margt. K	88
3	Schanck, Kate	86	53	Sibbald, Sarah J	84
10	Simons, Eleanor N	85	53	Scheile, Laura	86
14	Swanton, Ellie	74	56	Snyder, Genevieve	89
15	Slocum, Maggie A	83	56	Scott, Emily M	72
17	Silverman, Emily	78	50	Stenn, Martha	89
17	Samek, Julia	76	59	Sweeney, Margt. F	87
17	Seidenberg, Teresa	81	59	Sawyer, Genevra	95
17	Smith, Maud M	74	59	Southeimer, Bertha	88
17	Snow, Carrie B	82	63	Shove, Harriet E	89
17	Speer, Lydia S	74	68	Smith, Louise O	92
17	Sylvester, Lena	75	68	Sturtevant, Annie J	88
17	Sloan, Sarah A	76	47	Schoonmaker, Elizabeth	86
22	Scheer, Louisa	83	47	Swift, Kate J	78
22	Stanley, Lizzie M	83	47	Swift, Anna M	83
22	Sachs, Fannie	91	47	Smith, Clara C	87
25	Southwick, Mary R	70	47	Sills, Lilian L	95
21	Sheridan, Teresa	77	47	Schoonmaker, Eugenia	87
28	Salberg, Emma J	78			
33	Strouse, Caroline	70	50	Tuska, Helena	90
28	Smith, Isabelle C	84	9	Thatcher, Allie	82
41	Stevens, Carrie	93	3	Teller, Eliza	81
41	Somers, Lizzie	85	17	Taddiker, Wilhelmina	81
39	Steinert, Nellie C	70	17	Torrens, Sarah B	73
41	Sturtevant, Florence	87	19	Twooney, Margaret	87
39	Signa, Ella	77	33	Thomson, Phebe E	77
37	Smiley, Maggie F	72	41	Theilman, Sophie	88
37	Stollmeyer, Ida	78	38	Tonks, Annie	88

No. of Schools.	NAME.	Average per ct.	No. of Schools.	NAME.	Average per ct.
45	Torrey, Grace E.....	84	15	Wechsler, Ida.....	84
47	Teed, Edith.....	87	17	Walker, Ida.....	91
47	Tyson, Florence.....	89	17	Wright, Eliza M.....	78
62	Taylor, Mary E.....	71	18	Wolf, Fannie.....	70
45	Tucker, Jennie.....	83	18	Wolfenstein, Jennie.....	74
59	Towle, Mary E.....	81	30	Weslendorf, Eliza.....	70
59	Thompson, Jane F.....	93	24	Wielaskie, Dora.....	77
60	Trowbridge, Annie D.....	91	30	Weber, Alvina.....	75
47	Tilton, Emma.....	90	33	Wiseman, Caroline E.....	92
*3	Trusty, Louisa.....	73	41	Wehle, Daisy.....	87
47	Tobias, Eleanor.....	95	41	Weinman, Bertha.....	88
17	Treacy, Eleanor A.....	79	45	Wolfenstein, Gussie.....	88
			45	Wing, Jennie A.....	92
8	Urban, Mary L.....	90	46	Wellington, Eliza K.....	86
54	Uihlein, Marguerretta.....	81	48	Weir, Mary L.....	93
			49	Woodhull, Fannie L.....	76
3	Vickers, Mamie E.....	81	41	Wetherbee, Hattie J.....	88
3	Vanderhoven, Louise.....	89	50	Winchell, Minnie A.....	90
17	Vought, Marie T.....	89	50	Wilson, Eva M.....	80
17	Valentine, Mary L.....	90	53	Wurzbach, Alberta.....	96
18	Vanderbeck, Cora.....	72	53	Wick, Julia.....	85
33	Van Buskirk, Laura.....	81	53	Wasdell, Ellen.....	84
39	Van Zandt, Jessie.....	82	53	Wohr, Dehorah.....	87
42	Voss, Annie.....	71	56	Wood, Coralie E.....	86
49	Vogel, Julia A.....	83	59	Wolf, Malvina.....	80
50	Vanier, Louise C.....	84	59	Wolf-bruch, Carrie.....	85
56	Valentine, Margaret.....	84	63	Whyte, Isabella.....	91
59	Vail, Helen S.....	95	64	Whitten, Mary J.....	70
60	Videtto, Evelyn.....	82	12	Walsh, Agnes.....	77
47	Van Arsdale, Minnie E..	87	12	Wetherall, Ida.....	70
47	Voy, Annie K.....	92	47	Williams, Carrie.....	85
			*3	Wright, F. A. Desidera..	73
14	Wright, Katie.....	83	47	Welch, Minnie L.....	96
1	Walsh, Ellen.....	72	47	Whitney, Annie A.....	90
1	Webb, Wilhelmina.....	79	14	Wright, Katie.....	83
13	Weisel, Leonora.....	77	45	White, Clara L.....	83
15	Woll, Emma L.....	90			
3	Winterton, Jessie M.....	90	41	Young, Annie.....	91
14	Williams, Jennie.....	83			
14	Wilkins, Emma S.....	79	18	Zimmerman, Bertha.....	93
14	Willis, Julia V.....	89	56	Zschoke, Louise.....	86

* Colored.

SEVENTH ANNUAL REPORT

OF THE

PRESIDENT

OF

THE NORMAL COLLEGE,

FOR THE YEAR ENDING DECEMBER 31, 1877,

TO WHICH IS APPENDED

A CATALOGUE OF THE STUDENTS,

WITH THEIR CLASS STANDING.

NEW YORK:
CUSHING, BARDUA & CO., PRINTERS AND STATIONERS,
103 WALKER STREET.
1878.

No. of Schools.	NAME.	Average per ct.
45	Torrey, Grace E.....	84
47	Teed, Edith.....	87
47	Tyson, Florence.....	89
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17	Treacy, Eleanor A.....	79
8	Urban, Mary L.....	90
54	Uihlein, Marguerretta....	81
3	Vickere, Mamie E.....	81
3	Vanderhoven, Louise....	89
17	Vought, Marie T.....	89
17	Valentine, Mary L.....	90
18	Vanderbeck, Cora.....	72
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3	Winterton, Jessie M.....	90
14	Williams, Jennie.....	83
14	Wilkins, Emma S.....	79
14	Willis, Julia V.....	89
15	Wechsler, Ida.....	84
17	Walker, Ida.....	91
17	Wright, Eliza M.....	78
18	Wolf, Fannie.....	70
18	Wolfenstein, Jennie.....	74
30	Weslendorf, Eliza.....	70
24	Wielaskie, Dora.....	77
30	Weber, Alvina.....	75
33	Wiseman, Caroline E....	92
41	Wehle, Daisy.....	87
41	Weinman, Bertha.....	88
45	Wolfenstein, Gussie.....	88
45	Wing, Jennie A.....	94
46	Wellington, Eliza K....	86
48	Weir, Mary L.....	93
49	Woodhull, Fannie L.....	76
41	Wetherbee, Hattie J.....	88
50	Winchell, Minnie A.....	90
50	Wilson, Eva M.....	80
53	Wurzbach, Alberta.....	96
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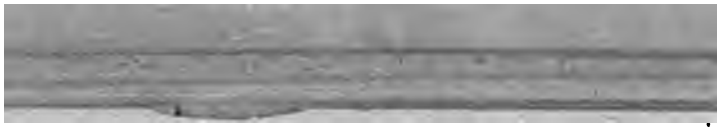


BOARD OF EDUCATION

OF THE

CITY OF NEW YORK.

WILLIAM WOOD, *President*

LAWRENCE D. KIERNAN, *Clerk*

Name.	Residence.	Place of Business.
RUFUS G. BEARDSLEE,	47 West 55th Street,	106 Broadway.
ISAAC BELL,	26 West 22d Street	197 Greenwich Street.
BERNARD COHEN,	40 West 39th Street	28 Greene Street.
EDWARD C. DONNELLY,	Manhattanville.	
WILLIAM DOWD,	168 West 22d Street	44 Wall Street.
LAWRENCE G. GOULDING,	25 Rutgers Street,	132 Nassau Street.
JAMES M. HALSTED,	18 West 17th Street,	120 Rroadway,
LEONARD HAZELTINE,	54 East 61st Street,	19 South Street.
SAMUEL G. JELLIFFE,	104th St., bet. 8th & 9th Av's.,	111 Broadway.
JULIUS KATZENBERG,	225 East 52d Street,	
EUGENE KELLY,	43 West 51st Street,	45 Exchange Place.
BENJAMIN F. MANIERRE,	26 West 24th Street,	
CHARLES PLACE,	136 West 125th Street,	36 Union Square.
FERDINAND TRAUD,	115 East 83d Street,	
JACOB D. VERMILYE,	49 East 21st Street,	42 Wall Street.
STEPHEN A, WALKER,	8 East 30th Street,	20 Nassau Street.
BENJAMIN F. WATSON,	314 Lexington Avenue,	*Tribune* b'd'g, room 3.
HENRY P. WEST,	155 Grand Street,	183 Grand Street.
EVERETT P. WHEELER	137 East 71st Street,	8 Pine street.
WILLIAM H. WICKHAM,	338 Lexington Avenue,	31 & 33 Pine Street.
WILLIAM WOOD,	4 West 18th Street.	

COMMITTEE ON NORMAL COLLEGE, 1878.

WM. H. WICKHAM,

JAMES M. HALSTED,
STEPHEN A. WALKER,
CHARLES PLACE,
ISAAC BELL.

FACULTY AND OTHER INSTRUCTORS

OF THE

NORMAL COLLEGE.

THOMAS HUNTER,

President and Professor of Intellectual Philosophy, 140 East 80th Street.

ARTHUR H. DUNDON,

Professor of Latin and English, Marion Avenue, Fordham.

JOSEPH A. GILLET,

Professor of Physics and Chemistry, 225 East 60th Street.

CHARLES A. SCHLEGEL,

Professor of German, 145 East 61st Street.

EDWARD H. DAY,

Professor of Natural Science, 108 East 70th Street.

EUGENE AUBERT,

Professor of French, 9 Livingston Place, cor. of East 16th Street.

GEORGE MANGOLD,

Instuctor of Music, 77 Seventh Street.

LYDIA F. WADLEIGH,

Lady Superintendent, 623 Lexington Avenue.

SARAH E. HALL,

Secretary and Librarian, 340 East 55th Street.

ELIZA WOODS,

Tutor in Mathematics, 416 West 34th Street.

LAVINIA M. HOLMAN,

Tutor in Science, 200 East 61st Street.

MARY A. MATHEWS,

Tutor in Mathematics, 125 East 27th Street.

HELEN G. MORGAN,

Tutor in Mathematics, 608 Pavonia Avenue, Jersey City Heights.

LAURA E. LEAL.

Tutor in Mathematics, 775 Lexington Avenue.

A. CAROLINE COVELL,

Tutor in Drawing, 23 East 24th Street.

MARY WILLARD,

Tutor in History, 106 West 49th Street.

ELIZA M. PHELPS,

Tutor in Mathematics, 80 Willoughby Street, Brooklyn,

JESSIE McGREGOR.

Tutor in Physics, 314 West 18th Street.

MARY E. M. CARR,

Tutor in History, 153 East 26th Street.

SERENA A. GOODWIN,

Tutor in Science, 454 West 51st Street,

JOANNA MITCHELS,

Tutor in German, 212 East 52d Street.

MARY E. SMYLY,

Tutor in Latin, 144 East 84th Street.

VACANCY.

Tutor in French.

ALFRIDA DE WAILLY,

Tutor in French, 343 East 50th Street.

MARY S. KENNEDY,

Tutor in Penmanship, 211 East 127th Street.

HONORA McDONOUGH,

Tutor in German, 221 East 62d Street.

LAURA FRIEND,

Tutor in History, 795 Lexington Avenue.

FREDERICA J. CONSTANTINI,

Tutor in German, 157 East 49th Street.

EMILY J. CONANT,

Tutor in Latin, 54 East 25th Street.

BETSEY B. DAVIS,

Tutor in Latin, 175 East 82d Street.

ACHSAH M. ELY,

Tutor in Mathematics, 111 West 34th Street.

PAULINE M. EBECKE,

Tutor in German, 405 East 120th Street.

MARGUERITE MERINGTON,

Tutor in Latin, 449 East 114th Street.

ELIZABETH R. BECKWITH,

Tutor in Latin, 139th Street, East of Alexander Avenue.

MARGARETTA W. CAMPBELL,

Tutor in Drawing, 58 West 19th Street.

SATURDAY SESSIONS OF THE NORMAL COLLEGE

THOMAS HUNTER	140 East 80th Street.
DAVID B. SCOTT	136 East 80th Street.
NORMAN A. CALKINS	124 East 80th Street.
CHARLES A. SCHLEGEL	145 East 61st Street.
JOSEPH A. GILLETT	187 East 71st Street.
ARTHUR McMULLIN	125th Street.
EUGENE AUBERT	9 Livingston Pl.
LYDIA F. WADLEIGH	623 Lexington Ave.
SARAH E. HALL	349 East 55th Street.

TRAINING SCHOOL OF THE NORMAL COLLEGE.

ISABELLE PARSELS	1st Ass't Tutor in Methods,	129 East 52d Street.
JANE W. McELHINNEY	Critic Teacher	434 West 51st Street.
EMMA M. REQUA	" "	43 West 22d Street.
JENNIE B. MERRILL	" "	207 10th Avenue.
CATHARINE E. COLEMAN	Gen'l Assistant	316 East 79th Street.
ALICE NEUSTADT	Critic Teacher	444 East 57th Street.
EUGENIA J. BROWNE	" "	29 East 133d Street.
ALICE M. SAWYER	" "	108 East 71st Street.
CHRISTIANA METZGAR	" "	123 East 61st Street.
ELLA CALKINS	" "	124 East 80th Street.
ANNY E. RUTTER	" "	152 West 13th Street.
ENRIETTA JAPHA	" "	42 Gouverneur St.
ZZIE KNIGHT	" "	70 East 49th Street.
RA N. CRANE	" "	1269 Lex'gton Ave.
SIE L. TOWER	" "	145 East 33d Street.
AH J. ACKER	" "	247 West 4th Street.
RIE G. ROBERTS	" "	170 East 71st Street.
RTHA S. THOMPSON	" "	136 East 123d Street.
ENA L. DAVIS	" "	189 Lexington Ave.

COURSE OF STUDY

FOR THE

NORMAL COLLEGE.

GRADE I. FIRST YEAR—FIRST TERM.

1. *Latin.*
2. *History*—Outlines of Ancient History.
3. *German or French.*
4. *Algebra.*—Simple Equations, Involution, Evolution and Radicals.
5. *Geometry.*—Plane.

Music, Drawing, English Composition and Penmanship.

GRADE II. FIRST YEAR—SECOND TERM.

1. *Latin.*—Continued.
2. *History.*—Outlines of Ancient History, Continued.
3. *German or French.*—Continued.
4. *Geometry.*—Plane, continued and completed.
5. *Physics.*—Heat, Electricity and Mechanics.

Music, Drawing, Penmanship and English Composition.

GRADE III. SECOND YEAR—FIRST TERM.

1. *Latin.*—Easy Selections from Classic Authors.
2. *History.*—Outlines of Modern History.
3. *German.*—Grammar and Reader. Conversation, or
   French.— " " " "
4. *Algebra.*—Quadratics.
5. *Physics.*—Light and Sound.

Music and *Drawing*, *English Composition* and *Botany*. Two Lectures per week.

GRADE IV. SECOND YEAR—SECOND TERM.

1. *Latin.*—Extracts from Cæsar, Sallust and Cicero.
2. *Rhetoric* and *English Composition.*
3. *German.*—Grammar and Reader, Conversation, &c., or
   French.— " " " " "
4. *Astronomy.*--Mathematical and Descriptive.
5. *Chemistry.*—Notation, Nomenclature and Atmospheric Elements.

Music and *Drawing*, *Geology* and *Mineralogy*. Two Lectures per week.

GRADE V. THIRD YEAR—FIRST TERM.

1. *Latin.*—Virgil, Book I.
2. *English Language* and *Literature.*—Simple Outlines, with Composition.
3. *German.*—Grammar Completed, Reader, Conversation, or
   French.— " " " "
4. *Physics.*—Electricity, Galvanism and Magnetism.

5. *Astronomy.*—Mathematical and Descriptive, Continued.

Music and *Drawing.* *Zoology*, Two Lectures per week.

Review of subjects prescribed for the Primary and Grammar School Grades, with the method of teaching them. Two hours each week.

GRADE VI. THIRD YEAR—SECOND TERM.

1. *Latin.*—Virgil, Continued.
2. *Intellectual Philosophy* and *Theory of Teaching.*
3. *English Language and Literature.*—Continued, with Composition.
4. *German.*—General Review of Grammar. Translation of Select Passages ; Conversations, Outlines of German Literature.

Or,

French.—General Review of Grammar, etc. Outlines of French Literature. Conversation.

5. *Physics.*—Astronomy, General Review.

Music and *Drawing.* *Physiology.* Two Lectures per week.

Review of Subjects prescribed in Primary and Grammar Grades for Common Schools, with the method of teaching them. Two hours each week.

Practice to be afforded in the Model School under the guidance of teachers of experience.

No lesson for home study to be assigned in Music, Drawing or Composition, in any of the Classes or Grades.

REPORT.

NEW YORK, DECEMBER 31st, 1877.

The Honorable the Board of Education:

GENTLEMEN—In compliance with the By-Laws of your Board, I hereby present my Annual Report of the Normal College for the year ending December 31st, 1877.

STATISTICS.

Number of Students on Register, Dec. 31st, 1876	1,409
" " " " " " 1877	1,528
Increase of number on Register	119
Average attendance for 1876	1,217
" " " 1877	1,334
Increase in average attendance	117
Number of Students admitted during 1877	759
" " Colored Students admitted during 1877	3
" " Students admitted by competitive examination from public Schools	704
Number admitted by special examination as directed by Committee on Normal College	55
Number of Students who graduated	222
" discharged for other causes	418

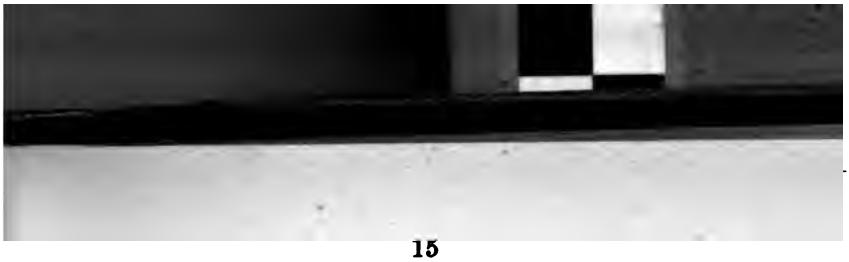
Number of Students now in the Third year's Course.....	390
" " " " " " Second " "	464
" " " " " " First " "	674

SATURDAY SESSIONS.

Whole number taught during 1876.....	600
" " " " 1877.....	746
Increase in the number taught.....	146
Average attendance for 1876.....	504
" " " 1877.....	518
Increase of average attendance.....	14

TRAINING DEPARTMENT.

Whole number on Register during 1876.....	892
" " " " " 1877.....	1,197
Increase of Register.....	305
Average attendance for 1876.....	744
" " " 1877.....	683
Decrease of average attendance.....	61
Total number on Register in the College, including Saturday Sessions and Training Department, 1877.....	3,471
Total increase of Register during 1877.....	570
Total average attendance, including Saturday Sessions and Training Department.....	2,535
Total average attendance for 1876.....	2,521
Total increase of average attendance.....	14
Total number of graduates since June, 1870.....	1,232
Average number of " for each year.....	154



SHOWING THE ADMISSIONS FROM THE FEMALE GRAMMAR SCHOOLS, JUNE, 1877.

Grammar School Number.	No. admitted.	Grammar School Number.	No. admitted.	Grammar School Number.	No. admitted.	Grammar School Number.	No. admitted.
1	11	21	6	41	23	61	5
2	11	22	12	42	10	62	2
3	26	23	3	43	0	63	0
4	13	24	3	44	11	64	7
5	0	25	16	45	31	65	9
6	0	26	Boys	46	6	66	6
7	0	27	7	47	76	67	0
8	1	28	8	48	28	68	17
9	7	29	0	49	19	69	16
10	10	30	5	50	18		
11	Boys	31	Boys	51	0		
12	4	32	Boys	52	0	Col. 1	0
13	12	33	20	53	22	Col. 2	0
14	21	34	13	54	0	Col. 3	3
15	15	35	Boys	55	Boys	Col. 4	0
16	Boys	36	3	56	16		
17	33	37	19	57	Boys		
18	19	38	7	58	Boys		
19	6	39	10	59	44		
20	8	40	Boys	60	6		
							704

Several others were examined and admitted in September.

SHOWING THE ADMISSIONS FROM EACH WARD, JUNE, 1877.

WARD.	1876.	1877	WARD.	1876.	1877.
First		0	Fourteenth		11
Second		0	Fifteenth		86
Third		0	Sixteenth		47
Fourth		11	Seventeenth		34
Fifth		11	Eighteenth		18
Sixth		6	Nineteenth		92
Seventh		15	Twentieth		48
Eighth		8	Twenty-first		40
Ninth		49	Twenty-second		64
Tenth		18	Twenty-third		13
Eleventh		30	Twenty-fourth		22
Twelfth		52	3 Colored Schools in 22d Ward		3
Thirteenth		26			
					704

SHOWING THE NUMBER OF STUDENTS AT PRESENT STUDYING THE FRENCH AND GERMAN LANGUAGES.

	Register.	French.	German.
Senior Classes	390	120	270
Junior Classes	464	215	249
Introductory Classes	674	326	348
Total	1,528	661	867

SHOWING THE NUMBER OF GRADUATES EACH YEAR SINCE THE ESTABLISHMENT OF THE COLLEGE.

In 1870 there were graduated	96
" 1871 " " "	151
" 1872 " " "	128
" 1873 " " "	82
" 1874 " " "	187
" 1875 " " "	135
" 1876 " " "	231
" 1877 " " "	222
Total number of graduates	1,232

SHOWING THE NUMBER PROMOTED IN EACH GRADE AND CLASS, JUNE, 1877.

CLASS.	Register.	Number Promoted.	Number not Promoted.
A3,	46	44	2
B3,	46	45	1
C3,	50	47	3
D3,	44	38	6
E3,	51	48	3
	237	222	15
A2,	56	53	3
B2,	57	55	2
C2,	56	49	7
D2,	39	39	0
E2,	38	35	3
F2,	40	38	2
G2,	56	51	5
H2,	57	56	1
	399	376	23

CLASS.	Register.	Number Promoted.	Number not Promoted.
AG,	53	43	10
BG,	54	47	7
CG,	53	45	8
DG,	51	38	13
EG,	56	28	28
FG,	55	41	14
	322	242	80
AF,	41	40	1
BF,	47	36	11
CF,	43	38	
DF,	44	35	
EF,	41	33	
FF,	33	28	
	249	210	
A1,	24	21	
B1,	36	18	
C1,	26	11	
D1,	20	10	
	106	60	

ADMISSIONS.

Notwithstanding the fact that the questions for examination were more difficult than ever before, over seven hundred candidates were admitted to the Introductory Class. An average of seventy per centum was required. The examination was rigid. It was thought, therefore, that this class would be a very superior one. Perhaps it was better than any of its predecessors. Nevertheless there have been the usual complaints of *immaturity*. It seems that the students do not know how to study, and for the simple reason that they had received too much assistance from their teachers in the common schools. These excellent teachers had made the acquisition of knowledge too easy; and knowledge acquired in this way is rarely permanent. It would be much better if the Principals, after careful examination in January, would select as College classes those pupils who have given evidence of thoroughness in the rudimentary branches, and of intellectual strength which will enable them to be self-helpful when they shall have been admitted to the College. The "rotary" system of teaching requires self-reliance; and normal students, if ever they expect to become able teachers, must learn to stand alone and to exercise their own judgments. The "individual" system of teaching, if it may be so called, or that system of teaching by which an individual teacher instructs a whole class in all its studies, has a tendency to cause the pupil to rely too much on the help of the teacher. If the teachers in the public schools during the last term would teach less, supervise more, show their pupils how to study, give them opportunities for study during school hours, and direct them in such a way as to make them confident and self-reliant, the complaints regarding

immaturity and lack of judgment would soon cease, and the necessity for constant review work in the College would soon disappear. Of course, the multiplicity of studies pursued at one time by the pupils of the higher classes in the public schools, makes it almost impossible for the principals to follow this advice to any great extent. Nevertheless much might be accomplished during the interval between January and June. A student who can *read* understandingly, *spell* correctly, *write* a neat, legible hand, *compose* two or three paragraphs on a common subject, *draw* readily the ordinary geometrical forms, and work *arithmetic* through common and decimal fractions, has all the preparation necessary for the commencement of the Normal College curriculum. These are the student's working tools; if these can be handled with skill, the acquisition of knowledge becomes comparatively easy. If the student possesses this power, the algebra, the geometry, the history, and everything ending in 'ology may be dispensed with. On the simple foundation of *thoroughness* in the mere rudimentary studies, a teacher can build almost any superstructure. The time and training necessary to make students perfect in the use of these mental tools will undoubtedly create that maturity and strength of judgment so ardently desired. This kind of training would give the pupil what is most sadly needed—*time to think.* Under the present system there is little time for thought; for the children are hurried along at railroad speed; and frequently they know as much of many of the subjects studied as the railway passenger knows of the country through which he has passed.

This system, with its many studies and undue haste, has grown up, like the British Constitution, patch upon patch, not only in

New York, but in all the great cities of the United States. No one individual is responsible for it; no one individual can cure it. The pruning hook is sorely needed to lop off many of the useless branches whose existence dwarfs the fruit. But it would require the strength of a Samson to wield it. The source of this evil is a vicious demand on the part of many parents to have their children "crammed" at an early age with a smattering of many sciences and accomplishments. Although it may be difficult to cure, it is the duty of every teacher to point out the disease.

The action of the Normal College Committee in raising the average per centum for admission from 70 to 80, and in requiring, for the future, a knowledge of *drawing*, will tend in some degree to create a demand for thorough training in those rudimentary subjects, which all admit to be the foundation on which a good education should rest.

GRADUATES.

Two hundred and twenty-two (222) students were graduated last June; and it is to be regretted that less than half this number have obtained appointments as teachers. Only a short time ago the average number of vacancies occurring each year was about two hundred; but recently, owing to the pressure in financial affairs and the extreme dullness of business, the resignations in the public schools have become "few and far between." Several graduates of superior ability have been searching for situations for a period of eighteen months, but so far without success. Others greatly inferior were promised positions before graduation. The latter have "influence;" the former

ability; but the mysterious thing called influence seems to be the golden key which opens the doors of many school-houses. To such an extent is this carried that often the most capable graduates ask, "What is the use of graduating high in our classes? It will not help us to obtain positions one day sooner." In most of the appointments in certain districts of the city, Solomon's words are beautifully illustrated. "The race is not to the swift, nor the battle to the battle of the strong." While it is admitted that the Board of Education is not under obligation to furnish situations for the graduates, it seems only wise that some method should be adopted to enforce the employment of the best qualified teachers. Political or other influence should have nothing to do in the selection of teachers for the common schools. If the Board has not the power to work a reform in this matter, the remedy is at hand. If legislation be necessary it can be readily obtained. Nor does the Normal College seek any monopoly in teaching; it only asks for its graduates a clear stage and no favor. All things being equal, citizens and tax-payers should have the preference, and particularly if the children of these citizens and tax-payers have been specially trained as teachers.

It is to be regretted that so many persons fail to comprehend the nature of normal training. They seem to think that the normal institution should turn out perfect teachers. They close their eyes to the fact that experience is a great factor in the problem of success in any profession. Does any person expect the raw youth from West Point to be fit to command a regiment, a brigade, or an army? Who would be so insane as to give the command of a ship of war to the boy just fresh from the

Naval Academy? The young men from these institutions are not by any means perfect soldiers or sailors. They have not had experience. But they have received that mental training in the line of their professions which will enable them to grow, with time and experience, into able and accomplished officers. Just so it is with the normal institutions. They do not profess to turn out perfect teachers; but they do profess to turn out trained and accomplished students, who will, with time and experience, develop into superior teachers.

The chief function, however, of the normal system, is to destroy machine teaching. People must learn sooner or later that schools for the education of children are not military academies, many of whose teachers are *quasi* drill-sergeants; that it is more important to learn to read correctly than to march in time to music; that accurate spelling is of greater moment than keeping the eyes fixed in one place; and that the cultivation of the mind is more desirable than absolute stillness in an assembly room. The people must learn that the first thing the machine teacher does is to destroy completely the individuality of the child; and the second is to so merge him in the machinery of the school that it becomes something wonderful to "the distinguished stranger from abroad." The machine teacher has a marvellous time-table and a precious programme. Everything moves with the regularity of a clock, or of the solar system. The end is "order," "discipline," "high marks,"—and to astonish "the distinguished strangers" aforesaid. Such a system could no more develop original, independent thinking, than a flinty rock could produce nutritious vegetation.

Many of the best principals in New York are alive to the evil

of machine teaching, and when vacancies occur in their schools, are therefore very anxious to obtain Normal College graduates. These principals estimate at their true value the importance of the previous liberal education and systematic training received in a professional school of teaching. They know that these young graduates have *ideas*, and that, with a little experience, they will grow into superior instructors.

The Normal College graduates go forth to their work with the following ideas firmly fastened on their minds: (1) Every child has a separate and distinct individuality, which ought to be respected; (2) God created the child an active being; (3) Play is an intuitive necessity of the young of all animals; (4) The only good order in school is that which results from good teaching; (5) The only order necessary is attention to the instruction; (6) The only discipline necessary is prompt obedience; (7) Unnatural physical constraint is cruel; (8) The child should be made happy in the performance of his duties; (9) The child's faculties should be developed in their true order; (10) Studies should be so arranged as to discipline the will, the emotions and the intellect; (11) No word should ever be used by teacher or pupil unless it is clearly understood; (12) Studies are but means to cultivate minds. These are simply specimens of the truths inculcated in all normal institutions worthy of the name. These truths must inevitably destroy machine teaching.

THE TRAINING DEPARTMENT.

During the past year, the College lost the services of a faithful and conscientious teacher by the death of Miss Martha L. Doake, late principal of the Training Department. The

vacancy was filled by the promotion of Miss Isabelle Parsels, a graduate of the Oswego Normal and Training School, and a lady of considerable experience as a teacher of teachers. A system of "clinical" lessons has been instituted, a Kindergarten class established, and other reforms effected which must lead to better results in professional teaching. It may not be out of place to explain the so-called clinical lessons, and to state the object aimed at by instruction in the Kindergarten system.

There are at present three hundred and eighty-four (384) students in the graduating class. These are divided into eight (8) sections of about fifty (50) students each. Two sections, or nearly one hundred (100), are constantly in the Training Department practising the art of teaching. Thus one-fourth of the time is given to practice, and three-fourths to theory and to the regular studies of the course. The principal, or one of the critic teachers, gives a specimen lesson—say on *form*, or *color*, or *number*, or on some common *object*—in the presence of the class of pupil-teachers. When finished, there is a free discussion by the principal, the critic-teacher, and the young ladies, (frequently participated in by the President,) concerning the method, the matter, the manner, the grammar, the language, etc., etc., all conducted in a friendly spirit. The following day a pupil-teacher will be called upon to give a lesson in the presence of the aforesaid parties; and when ended, there will be the usual debate. Imperfections of voice and manner will be particularly noted and commented upon; but never in the presence of the little children. One or two of these "clinics" are given daily. The lessons usually cover all the primary and some of the lower grammar grades. It may be observed that the living class of

young children is used by the normal teacher in a manner similar to the use of the dead body by the teacher of anatomy. It is a fact, however, that these children, instead of suffering in their education by being experimented upon, make more rapid and satisfactory progress than those attending the ordinary primary schools. At the close of the "clinical" lesson the pupil-teachers are detailed to the several class rooms, to observe, to assist, and to teach. The critic-teachers in charge meet the pupil-teachers from time to time, and point out all errors in the methods of teaching. This, in fact, is the good old system of submitting to an apprenticeship to learn a trade before being permitted to practice it.

The Kindergarten Class was formed, not because this system is feasible in the public schools, but because its underlying principles, if once comprehended, will serve to make the primary teachers more intelligent, efficient, and humane in the discharge of their duties. Child nature is thoroughly learned in the Kindergarten. Its songs, its games, its gifts, combining play with instruction, and thus giving vent to the physical as well as the intellectual nature of the child, create and foster a spirit of wholesome activity, and lead unconsciously to the happiest results. The system of the great Froebel is in accordance with nature, compels the teacher to perform the functions of a wise mother, and converts the class and its instructor into a little family united by ties almost as close and sacred as those that bind the parents to their children. In these instructive games the ear is taught to hear, the eye to see, the fingers to touch; the child is taught to count, to read, to sing, to compare, and above all, to construct. A child trained in this manner can not grow

up like the people described by the prophet, who, having eyes see not, and ears hear not. Such a child can be readily trained, as he grows older, into a superior mechanic, artisan, artist or engineer. In fact, an education based on the Kindergarten system will enable a person so instructed to excel in any profession which he may adopt. But above selfish considerations, it is unquestionable that a training of this kind will tend to make the child healthy and happy. It is to be regretted that, owing to the lack of accommodations, the Kindergarten can not be introduced into the public primary schools. Nevertheless the teachers cannot be *normally* educated without some knowledge of it; and this we have tried to impart under circumstances not the most advantageous. Miss Jennie B. Merrill deserves great credit for the admirable manner in which she has organized and taught this class. Indeed, Miss Parsels and her whole staff of critic-teachers in the Training Department are entitled to the highest praise for the intelligent performance of their arduous and delicate duties.

One of the great necessities of the age is a standard text-book on education, which will bear the same relation to teaching that Blackstone's Commentaries bear to law. Teachers have been for years groping in the dark, and many of them, too, mounted on ridiculous hobbies. Such a work would serve to unify the teacher's training, and to elevate teaching into a learned profession.

The following extracts have been taken from the report of Miss Isabelle Parsels:

"We have aimed to make the work as practical as possible, and have tried to render the mechanism of the class-room familiar to each pupil-teacher.

"The classes in the Training Department were all thoroughly examined and graded in March, and again in June. On the opening of the school in September, a working programme for every day of the term was arranged for each class, and no deviation from that programme has been made except for good cause. At the end of every month each of the regular teachers reports in writing the work accomplished during the month in each of the different subjects of the grade.

"The attendance, although less than it was last year, is fully as great as the accommodations of the building warrant. The new arrangements, whereby double classes of pupil-teachers are all the time in the Training Department, has made it absolutely necessary to reduce the number of children.

"The pressure for admission has been, and still is, very great, and the demand for increase of room is becoming more and more imperative.

"I would invite special attention to the fact that under the present arrangement whereby the primary classes are carried through the grammar grade work, the number of grammar classes becomes one more, and the number of primary classes one less after each promotion; and thus the primary classes are being gradually worked out of the school. At the present we are doing no regular sixth grade. This requires the serious consideration of the Committee."

STUDIES.

Latin.—This department was deprived of the services of Mrs. Frances E. Compton, a very able and accomplished teacher, who resigned her position at the close of the summer vacation. The other instructors in Latin were promoted without additional compensation, and a new junior teacher, Miss Elizabeth R. Beckwith, selected by competitive examination to fill the vacancy. This important branch of study is taught with great skill by Prof. Dundon and his efficient assistants. The marked success achieved in the department may be, in part, accounted for by the frequent consultations of the teachers, which lead to

that methodical instruction without which there can be no true progress.

Professor Dundon, in his annual report to the President, remarks:

"In this study the rule according to which the work is performed is drill, drill incessantly. The labor indeed is trying; but then my assistants are experienced, and cheerfully respond to every tax on their patience and zeal."

History.—The method of teaching history in the College has been very much improved. The whole field of ancient history has been traversed in outline; and that portion of it relating to Greece and Rome has been dwelt upon minutely. Of course, modern history has been limited to England and the United States, together with partial sketches of France, Spain and Germany. Brief lectures by the teachers, historical readings by the pupils, and conversations by both instructors and students have been introduced, with marked effect. The instructors in this department have also held frequent consultations on the best methods of teaching, and have so arranged their work as to produce the best results in the limited time at their disposal.

Literature.—Prof. Dundon has always been the sole instructor in this department. His method of teaching is chiefly by means of lectures followed by oral and written examinations. His course usually extends from Chaucer to the present, dwelling particularly upon the great literary periods of the three queens, Elizabeth, Anne, and Victoria. It is to be regretted that there is not sufficient time to take up and discuss the American writers of eminence. The best that can be done is to give them a hasty glance. I sometimes think that it might be better for

the students to give only an outline of the more remote writers, and to dwell longer and more carefully on the English and American writers of the Nineteenth Century.

Rhetoric and Composition.—During the past year greater attention has been paid to the English language than ever before. The instructors in this important department have done very satisfactory work. They have required short compositions illustrative of the grammar and rhetoric in which the students were previously instructed. Prose and poetry have been examined and criticised, and subjected to the rules of grammar and rhetoric, for the purpose of enabling the pupils to distinguish correct from incorrect English. In addition to this, the President has given a lecture on the English language every Saturday, throughout the greater portion of the year, in which he has combined literature, grammar and rhetoric. Thus it may be observed that while due attention has been given to Latin and French or German, the "mother tongue" has not been overlooked or neglected.

The departments under the charge of Professor Gillet have been conducted, as usual, with care and fidelity. He has forwarded the following report to the President:

REPORT OF THE PROFESSOR OF THE DEPARTMENT OF MATHEMATICS AND PHYSICS FOR THE YEAR 1877.

"The classification of the students of the College into three grades instead of six, rendered it necessary to make corresponding changes in the arrangement of the studies of my department. The new arrangement is, on the whole, preferable to the old, since by it the prosecution of the various branches becomes nearly continuous.

"Algebra and Geometry are now both taught throughout the first year, three hours a week being given to each subject. The students are taken through radical equations in Algebra, and through plane geometry in Geometry. The instruction in this grade is given wholly by my assistants.

"In the second grade, the Algebra and Geometry are dropped, and the study of Physics is begun. Three hours a week are devoted to this subject for the entire year. Owing to the increase in the size of the senior grade, I have been unable to meet the classes of the second grade in the lecture room, as heretofore. I have accordingly selected for this grade those portions of Physics which require the fewest and simplest experimental illustrations, and left the work of instruction entirely to my assistants, by whom it has been very ably and satisfactorily performed. In this grade are taught the laws of reflection and refraction of light; the classification of substances, chemical notation and nomenclature, the laws of pressure and motion, the principles of machines, the theory of electricity, and the elementary facts of sound and heat.

"In the third year two hours a week each are given to Physics and Astronomy, and one hour a week to Algebra and Geometry together.

"In Physics are taught the chemistry of the atmospheric elements, electricity, energy, and color. Of course, in the brief time at our disposal, and with the multitude of other subjects which are pressing upon the attention of the pupils, it is futile to attempt anything approaching an exhaustive treatment of this great department of science. Our aim is simply to give the students an insight into the principles of Physics and a tolerable acquaintance with the great discoveries in the domain of the physical forces, and with their wonderful practical application of these forces.

'I have again to acknowledge the hearty and efficient co-operation of all my assistants in carrying out all of my plans."

NATURAL SCIENCE.

It is a great pity that more time cannot be given to the study of the natural sciences. At present nothing but a bare outline

can be given, and even that in a hurried and imperfect manner. Prof. Day does all in his power to advance the interests of the department under his charge; but while he is allowed only half the time allotted to the study of French or German, he finds it up-hill work of the most exhausting nature. He believes that a more thorough familiarity with the sciences of Botany, Mineralogy and Geology would relieve the normal teachers from the reproach of mechanical instruction, particularly in the line of object teaching.

Prof. Day has made the following suggestions in his report to the President:

"The only change in the course from that of last year was in the arrangement made in the spring term, by which Miss Davis assisted me by following up my two lectures a week to the junior classes with an hour's recitation. This plan proved very successful, permitting as it did demonstrations under the microscope, and enforcing a more intellectual attention to the lecture. I much wish that the programme of studies could be made to allow such an arrangement in the case of the senior class." * * * "A primary difficulty meets me at the outset of my work in the pupils themselves. They come to me speaking, I might almost say, a language different from my own. They have a vocabulary identical with mine; a vocabulary which, by the addition of a few technical terms, may be made amply sufficient for a mutual understanding; a vocabulary which, if you will test it, you will find to relate very largely to the objects and phenomena of Nature found either in ourselves, or in those surroundings upon which our lives and happiness are dependent; and yet this stock of works is comparatively useless, because whilst I have some more or less exact and precise ideas behind these symbols, my pupils have either hazy and undefined ones or even not an idea at all of the realities for which they stand." * * * "Our time is limited, our classes are too large, our assistants too few, our off hours are not enough for the needful preparation."

THE DEPARTMENT OF MODERN LANGUAGES.

French.—The French Department, under the charge of Prof. Aubert, has been very much improved. He has taken great pains to build up a beautiful structure from a mass of ruins which he found only two short years ago. He has reported to the President as follows:

"The year, which closes since I had the honor to submit my last report, leaves the French Department in a prosperous condition. Its strength has been increasing; also its efficiency. The course of studies remains essentially the same, as well graded, as systematic and practical as possible.

"It was found expedient in the senior classes to take one hour from the study of languages and give it to Science. I have striven, in my instruction, to make the loss of that hour the least detrimental possible, and to compensate for it by an increase of concentration and energy. My efforts have been well sustained by the students, whose disposition and good will are generally highly commendable. They appear to appreciate the usefulness of the study we pursue, as the means of attaining both a new plane of sympathies and information and a better knowledge of their own mother-tongue. In this, I believe, apart from their own intrinsic value, lies the importance of languages in the curriculum of normal instruction.

"The introductory classes are in good working order. Their programme is carefully laid out by me, and I am satisfied, through the weekly reports and through my own observation and supervision, that it is properly carried out. The ladies, my assistants, deserve to be encouraged and commended for their well-directed efforts.

"To you personally I beg to return my thanks for your unvarying courtesy and kindness. Every day I appreciate the beneficial influence you exert throughout the institution for the support and well-being of all who are concerned in the great interests committed to your care."

German.—Prof. Schlegel has made the following report in relation to his department, which appears to be in its usual flourish-

ing condition. The Professor takes a profound interest in his work.

"The written examination of the German classes in June, 1877, showed a very satisfactory result of the instruction in the German language, and but a few pupils fell below the required marks for promotion or graduation. When the College reopened in September, the classes that took the instruction of German were divided as follows ;

" Five classes of the senior grade : A3, B3, C3, D3, and E3, received instruction by myself in the review of Grammar, translation of classical German pieces into English, German conversation and the History of Literature up to the 17th century. Besides, I taught two classes of the junior grade, A2 and B2. The other classes of that grade, C2, D2 and E2, were under the excellent tuition of Miss Mitchels, who was, however, absent for several weeks on account of severe illness. Fortunately, Miss Ida Neustadt has taught during her absence to my entire satisfaction. The classes of the introductory year, Ag, Bg, Cg, Dg, Eg, and Fg, were instructed by Miss H. McDonough and Miss P. Ebeke in reading and writing, with the first elements of grammar and easier exercises in German conversation on the more practical subjects of life.

"To my great regret I have been deprived last term of the assistance of Miss Fr. Constantini, who was entirely occupied by other lessons ; in consequence of it I was obliged to combine two classes of the senior grade, each of over 50 pupils, which has somewhat injured the iustruction, living languages requiring more than any other branch individual exercises and continuous attention of the teacher to every pupil."

Drawing.—Next to reading, writing and arithmetic, drawing is the most important study pursued in the Public Schools. It is not only important on account of its practical usefulness, but it is invaluable as a medium of intellectual and moral culture. It trains the hand, the eye, the perception, the judgment and the imagination; it also develops habits of neatness and order, and unconsciously a love for the symmetrical and beautiful.

The study of drawing will tend to open new avenues of industry to females, and to induce males to seek preferment in mechanical pursuits instead of the learned professions.

It is gratifying to know that the Board of Education, following up the wise law recently passed by the Legislature making drawing obligatory in all the Public Schools of the State, has added this study to every grade of the Primary and Grammar Schools of the City of New York. The Committee on the Normal College, (as before stated,) for the purpose of giving due importance to the study of drawing, has made a knowledge of it necessary for admission at the next June examination. Thus there can be a graded course in drawing from the lowest class of the primary up to the highest class of the College. In a very short time this will produce excellent results. It is found that any subject of study in which there is no examination, or for which there is little or no responsibility, speedily declines and dies of inanition. It is to be hoped that the Board will institute a system of examination in drawing as rigid and exacting as that in arithmetic. By this means alone can this great subject receive the attention which its importance demands. There may be difference of opinion as to the best method of teaching the subject; but any method is better than none; and whatever system may be pursued should be carried out with vigor and determination. The Normal College will only be too happy to co-operate with the Public Schools.

Miss Covell has worked hard and faithfully, and achieved surprising results in her department. She has reported to the President as follows:

First Year.—Students have been taught with care and great painstaking the damental principles of drawing; to judge of distances; to give precise pression of their conceptions; to draw firm, bold lines in a clear and delicate nner; to draw (free-hand) a course of plain geometric figures, concentric gures, reversed curves, historic ornament, easy designs accompanied by written ictations of the same by students, original combinations of right and curved lines on geometric base and design after plant forms.

"*Second Year.*—Linear Perspective—Students have not only been required to take their problems from the board lesson, but also to work them out from memory on another scale. They have been taught outline from geometric solids, representing also the class of objects based on certain solids; construction of arches and architectural adornment; plane geometric figures drawn with instruments; plants and insects drawn preparatory to design; designs for lace; drawing from plaster models of fruit and plants; outline drawing on the blackboard, with practical application of perspective rules. A drawing made at home has been required once a week from every student.

"*Third Year.*—Students have been taught to draw in light and shade from plaster models, from manufactured and natural objects. They have reviewed perspective. They have been encouraged to produce original problems, thus compelling thought and a more thorough understanding of the principles gone over. A home drawing has been required each week, either from some natural or manufactured object, or an illustration of some special subject given to the class. Blackboard drawing has also been required; and instruction has been given in the methods of teaching.

"Of Miss Baker's able co-operation in my department I must make grateful mention. I deeply deplore her resignation, which has deprived me of an invaluable assistant."

Music.—Of Mr. George Mangold as a teacher and a gentleman the President can speak in the highest terms. Concerning his department he must speak for himself.

"In the study of music the classes have been instructed as in former years. classes of the first year in the elements of music, the classes of the second

year in scales and intervals, and those of the third year in the outlines of harmc Exercises in reading vocal music at sight and in writing musical phrases by have been given to all the classes of the second and third year, while the graduat cl ss has also received instruction in the methods of teaching music. All of th exercises have met with a certain success. The singing of the College as a bo has improved considerably during the past year. Finally, I express my since thanks to the Normal College Committee, and its Chairman, Mr. Wm. H. Wicl ham, for the organ which has recently been placed in the chapel, and which i quite an improvement to my department."

MORALS AND MANNERS.

The President cannot refrain, on this occasion, from bearing testimony to the fidelity, ability and loyalty of the Lady Superintendent, Miss Lydia F. Wadleigh, whose duties are perhaps the most difficult and trying of any officer in the College. She has reported as follows:

"The educator who deals with the intellect, though it be his main object t secure the mental culture of his pupils, will not limit his instructions to the de mands of intellectual nature only; but if he be faithful to his trust he will not fai to exalt above all other attainments an elevated standard of morals and conduct He will develop whatever is high and noble; integrity, honesty, frankness, cour esy and kindness will take precedence in all his teaching."

"Results show that these considerations are recognized by the instructors in th College, and there are gratifying instances of marked moral improvement, nc only in individuals, but in the classes. Taking into account the large number i the College, I think the general tone and character very encouraging and satisfactor

"There are, however, a few points to which more attention might be give In the details of class room order and neatness there is room for improvemen Careless, unmethodical habits, often contracted before entering the College, ne check and correction. Untidiness in the class room, the careless scattering papers on desks and floors, the leaving of clothing and other articles around t room, are habits disastrous alike to good morals and discipline.

"The general order and discipline of the College, with its greatly increased numbers, is not less satisfactory than heretofore, and considering the embarrassment resulting from overcrowded rooms, has perhaps never been in a better condition than at present.

"I can cheerfully say that I think, in morals, manners and discipline, the College is each year improving."

THE SATURDAY SESSIONS OF THE COLLEGE.

The whole cost of instruction on Saturday is about Four Thousand Dollars ($4,000) per annum. Perhaps this is the best and most useful instruction given at the cheapest rate, to be found in any portion of the civilized world. The necessity for aiding the young teachers at the beginning of their work in the Common Schools needs no comment, and must commend itself to every friend of the system. About three hundred and fifty undergraduates have been instructed in the rudimentary branches. About the same number of teachers, who have not yet completed their second year of service, have been instructed in the methods of teaching the Primary and Grammar School grades. The President is glad to bear testimony to the ability with which the different professors and instructors have performed the Saturday work.

CONCLUSION.

To the Professors and other instructors of the College, I desire to return my most cordial thanks for the ability and fidelity with which they have performed every duty, and for the loyalty and *esprit du corps* manifested for the institution. To the Committee on the Normal College, to your Board, to the Hon.

William Wood, and the Hon. William H. Wickham, I feel under deep obligation for the cordial support hitherto given to the College. Mr. Wickham, the Chairman of the Committee, has worked diligently for the welfare of the students, and has tried to make them as happy and comfortable as circumstances would permit. He obtained for the College a fine organ, and instituted a course of lectures for the students which have been highly appreciated.

To the students who have so cheerfully and promptly obeyed the rules and regulations and conformed to the President's wishes in regard to order and discipline, too much credit cannot be accorded.

Respectfully,

Your obedient servant,

THOS. HUNTER,

Pres. Normal College.

A 3d.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Abs. Excused.	No. Days Abs. Unex.	No. Times Late Ex.	No. Times Late Unex.	Prof. Dundon.
23	Byrne, Isabella.....	85	97	2	0	0	1	Graduated.
20	Byrne, Mary A.....	86	99	0	0	0	0	"
1	Cummings, Mary.....	98	99	0	0	0	0	"
18	Cahill, Elizabeth	87	98	1	0	0	3	"
38	Coddington, Jennie.....	80	94	4	1	0	0	"
23	Cowen, Mary.....	85	94	5	0	0	0	"
33	Conklin, Kate.....	81	93	4	2	0	0	"
16	Culgin, Jennie	89	98	1	0	2	0	"
33	Donohue, Nellie.....	81	83	13	3	0	0	"
20	De Frece, Zipporah.....	86	95	4	0	0	0	"
29	Dugan, Agnes.....	83	98	0	1	0	0	"
5	Dean, Margaret M.....	92	97	2	0	0	0	"
13	Donnellan, Margaret.....	90	95	4	0	0	0	"
20	Eastman, Lizzie.....	86	99	0	0	0	0	"
44	Eddy, Adeline.....	76	88	9	2	0	0	"
27	Goetze, Jennie.....	84	97	0	2	0	0	"
10	Gordon, Bella.....	91	98	0	1	0	0	"
3	Gallagher, Mary E	93	97	2	0	0	0	"
33	Husted, Frances.....	81	92	7	0	0	0	"
38	Hughes, Kate.....	80	96	2	1	0	0	"
23	Haslett, Lily.....	85	96	0	3	0	0	"
..	Harris, Anna.....	..	0	60	0	0	0	Left, May 18th, 1877.
5	Healy, Mary.....	92	97	2	0	0	0	Graduated.
43	Halliday, Minnie	77	97	1	1	0	0	"
2	Johnston, Barbara.....	97	99	0	0	0	0	"
33	Kennedy, Charlotte.....	81	98	1	0	0	2	"
29	Kauer, Emilie.....	83	98	1	0	0	0	"
29	Keough, Margaret.....	83	89	3	7	0	3	"
10	Latimer, Kate.....	91	94	4	1	0	0	"
27	Lawlor, Mary.....	84	97	0	3	0	0	"
18	Liebers, Sarah V	87	96	2	1	0	1	"
45	Laird, Maria....	74	88	2	9	0	1	Failed to Graduate.
46	Morris, Eva.....	71	85	2	12	0	0	Graduated.
16	Murphy, Margaret.....	89	97	7	1	0	2	"
38	North, Ella	80	90	5	4	0	0	"
3	Nicholson, Agnes.....	93	99	0	0	0	0	"
33	Palmatier, Emma.....	81	98	1	0	0	0	"
13	Perine, Annie.....	90	97	0	2	0	0	"
41	Rassman, Minnie.....	79	88	9	2	0	2	"
5	Robinson, Anna M.....	92	95	4	0	0	0	"
23	Seely, Hattie....	85	91	4	4	0	0	"
42	Steinert, Pauline.....	78	89	8	2	0	1	"
13	Taylor, Hannah.....	90	96	3	0	0	0	"
5	Woolley, May.....	92	93	4	2	0	0	"
..	Whitely, Emma.....	..	..	..	..	..	..	Not Examined.
32	Young, Catherine.....	82	97	2	0	0	3	Graduated.
16	Murphy, Kate..... ..	89	98	1	0	0	0	"

B 3d.

AME.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	PROF. GILLET.
Carrie.....	89	91	6	2	....	....	Graduated.
liza.....	78	81	13	5	....	....	"
e J.....	93	90	4	5	....	....	"
deline.....	95	87	12	....	....	....	"
ary.....	79	88	10	1	....	....	"
Ida.....	95	99	....	....	....	....	"
A.....	89	....	....	....	....	....	"
F.....	83	85	9	5	....	2	"
nnie M.....	79	92	6	1	....	1	"
Florence....	78	94	4	1	1	1	"
Sadie C....	985-15	98	1	....	1	....	"
h. Teresa....	80	87	12	....	....	....	"
Agnes C....	90	96	2	1	....	....	"
Ella.....	78	39	58	2	....	....	"
rrie.....	88	96	3	....	....	....	"
nie E.....	83	98	1	....	....	....	"
sta.....	91	99	....	....	....	....	"
g, Phebe H..	88	86	11	2	....	....	"
len C.....	89	99	....	....	....	....	"
Leonore A..	82	98	1	....	1	....	"
ie.....	91	98	1	....	....	....	"
Clara.....	87	98	....	1	....	....	"
zabeth J.....	90	86	13	....	1	....	"
te.....	88	89	10	....	....	....	"
resa B.....	91	94	4	1	....	....	"
Jessie B.....	88	96	2	1	....	....	"
ietta.....	81	93	6	....	....	....	"
lelaide.....	89	86	12	1	....	....	"
Iary H.....		....	....	....	....	....	Left, Apr. 2d, 1877
Isabelle.....	78	94	2	3	1	....	Graduated.
Minnie A....	91	99	...	0	....	....	"
rrie L.....	83	90	5	4	....	....	"
Mary A.....	93	93	6	....	....	....	"
Amelia K....	88	91	2	6	....	....	"
Annie E.....	90	87	10	2	1	....	"
Florence H..	86	99	....	....	....	....	"
ary E.....	87	84	15	....	....	....	"
izabeth N....	88	87	6	6	....	2	"
argaret.....	88	92	6	1	....	....	"
Emma.....	82	91	7	1	....	....	"
Claribel B. ..	94	92	6	1	....	....	"
ck, Mary.....	96	99	....	....	....	....	"
nnie A.....	83	97	2	....	....	....	"
Annie.....	78	97	2	....	....	....	"
rrie B..	88	99	....	....	....	....	"
Annie.....	84	86	5	8	....	2	"
ria B.....	76	75	14	10	....	....	Failed to Grad'ate.

C 3d.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Schlegel.
	Allason, Clara	87 14-15	99	0	0	0	0	Graduated,
	Allason, Martha	91 4-15	99	0	0	0	0	"
	Armstrong, Lelia K	84 2-15	95	4	0	0	0	"
	Aylward, Mary	72 5-15	93	6	0	0	0	Failed to Grad.,
	Baldwin, Martha	69 12-15	91	8	0	0	0	" "
	Carmick, Anna	83 7-15	86	13	0	0	0	Graduated,
	Cleator, Alice	93 10-15	98	1	0	0	0	"
	Dodd, Gertrude	89 3-15	98	1	0	0	0	"
	Drey, Rosabella	77 8-15	95	4	0	1	0	"
	Eggert, Louisa	85 10-15	99	0	0	0	0	"
	Erdman, Frances	94 2-15	97	2	0	0	0	"
	Flynn, Julia E	84 6-15	95	4	0	0	0	"
	Foggin, Ada S	78 13-15	92	7	0	0	0	"
	Gildersleeve, Emma	89 10-15	96	3	0	2	0	"
	Grath, Elizabeth	91 13-15	99	0	0	0	0	"
	Hagan, Mary	82 6-15	98	1	0	0	0	"
	Hayes, Agnes M	87 11-15	97	2	0	0	0	"
	Heilbrun, Emma		79	20	0	0	0	Failed to Grad.,
	Henry, Eva	90 1-15	94	5	0	0	0	Graduated,
	Hiscox, Eloise	86 11-15	98	1	0	0	0	"
	Hagan, Mary	80 7-15	97	2	0	5	0	"
	Hornstein, Nellie	91 2-15	98	1	0	0	0	"
	Hyland, Katie	82 14-15	93	6	0	2	0	"
	Joyce, Margaret	81 4-15	94	5	0	0	0	"
	Jurges, Marvine	83 4-15	95	4	0	1	0	"
	Kelsch, Addie	87 4-15	98	1	0	0	0	"
	Kennelly, Mary	85	85	14	0	0	0	"
	Larremore, Mary E	87 4-15	98	1	0	0	0	"
	Leahy, Mary	85 1-15	89	10	0	2	0	"
	Leahy, Kate	82 6-15	86	13	0	2	0	"
	Lyon, Rebecca	90 10-15	95	4	0	0	0	"
	Martin, Emma	79 12-15	98	1	0	0	0	"
	McGrury, Cornelia	88 4-15	99	0	0	0	0	"
	Plenning, Amelia	89 1-15	93	6	0	0	0	"
	Pollack, Carrie	87 13-15	95	4	0	5	1	"
	Putnam, Annie	85 2-15	97	2	0	0	0	"
	Ralph, Hannah	85 11-15	99	0	0	0	0	"
	Richman, Bertha	90 2-15	97	2	0	0	0	"
	Ridgley, Caroline	87 7-15	97	2	0	0	0	"
	Ryno, Hannah	81 8-15	99	0	0	0	0	"
	Salingre, Carrie	81	95	4	0	0	0	"
	Schindler, Marie	95 4-15	99	0	0	0	0	"

C 3d.—(*Continued.*)

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Schlegel.
	Smith, Carrie.....	92 9-15	97	2	0	2	0	Graduated.
	Stonehill, Cecelia.....	88 13-15	96	3	0	0	0	"
	Taylor, Susan.....	89 9-15	98	1	0	0	0	"
	Thomas, Lizzie.....	83 5-15	98	1	0	0	0	"
	Tuthill, Ida.....	93 2-15	96	3	0	0	0	"
	Wade, Mary.....	86 2-15	99	0	0	0	1	"
	Williams, Alida.....	91 6-15	97	2	0	0	0	"
	Woodward, Ella.....	84 8-15	96	3	0	0	1	"

D 3d.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Day.
5	Ahrensbeumer, Helen..	93	97½	1½	....	..	....	Graduated.
..	Barry, Adelaide.....	69	77	13	9	....	....	Failed to Grad.
..	Belton, Alice.	..	71	27	1	....	....	" " "
4	Benerman, Augusta L..	94	99	....	..	....	....	Graduated.
30	Birchall, Lucy	81	99	....	....	....	....	"
25	Bower, Kate L.....	86	97	....	2	....	....	"
15	Bragg, Louisa.....	88	91	6	2	....	....	"
12	Brodhead, Susie E.....	90	97	2	....	3	....	"
..	Butler, Mary A.....	68	77	14	8	....	....	Failed to Grad.
..	Carey, Ella F	82	84	5	10	....	1	Graduated.
..	Chatony, Marie L.....	72	85½	5½	8	1	2	Failed to Grad.
34	Coe, Alice.....	80	98	1	....	....	....	Graduated.
13	Daw, Jessie A.....	89	94	4	1	....	....	"
9	Denzer, Minnie.....	91	96	....	3	....	....	"
7	Devine, Amelia.....	91	99	....	....	....	....	"
21	Edwards, Magdeline...	87	98	....	1	....	....	"
1	Flynn, Mary E.....	97 1-15	99	....	....	....	....	"
16	Fowler, Rose.....	88	98	1	....	....	....	"
6	Geraghty, Annie A....	93	98	....	1	....	....	"
22	Gratacap, Annie E.....	87	99	....	....	2	1	"
36	Grout, Cornelia S	76	99	....	....	....	....	"
32	Haviland, Annie M....	81	97	2	....	2	1	"
18	Hunter, Louise E.....	87	85½	4½	9	2	2	"
22	Kelly, Emma S.....	87	99	....	....	....	....	"
33	Laird, Elizabeth C.....	81	91	4	4	....	1	"
35	Leddy, Elizabeth M....	79	98	1	....	....	3	"
26	Lynch, Jennie.....	85	94	5	....	....	2	"
..	Morley, Maggie.....	.....	....	99	....	....	....	Not Examined
3	Mahoney, Maggie F....	95	98	1	....	....	2	Graduated.
29	Malion, Rosanna	83	97	....	2	....	1	"
31	Orton, Isabelle L.....	81	97	2	....	....	....	"
28	Potter, Georgianna	83	93	4	2	....	....	"
18	Raleigh, Mary.....	90	97	1	1	....	....	"
2	Roome, Isabella G.....	96	99	....	....	....	....	"
7	Rouse, Corwina	91	97	2	....	1	1	"
17	Sayles, Mary T.....	88	94	1	4	....	....	"
20	Sinclair, Nellie E.....	87	98	1	....	2	....	"
14	Vallender Mary C.....	89	94	5	....	3	3	"
27	Ward, Rosa I.	85	90	9	....	....	....	"
..	Wolfert, Emma	.....	52	47	....	....	....	"
10	Wolfert, Rebecca.....	90	98	....	1	....	..	"
19	Wolf, Blanche.....	87	98¾	¼	....	....	....	"
..	Wood, Agnes E	.....	...	99	....	....	..	Not Examined
24	Wynne, Mary A.....	86	96	1	2	..	...	Graduated.

E 3d.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Aubert.
42	Armstrong, Edith	77 2-3	99	....	....	3	1	Graduated.
4	Ashfield, Mary M	93 8-15	98	1	....	3	....	"
21	Baker, Mary E.	86 2-3	97	2	....	....	....	"
31	Bird, Rosetta M	81 13-15	95	....	3	....	1	"
15	Bodley, Harriet J	90 1-3	98	....	1	2	....	"
3	Buttenweiser Sophia	94	97	....	2	....	1	"
32	Butts, Bena	81 8-15	84	11	3	....	4	"
21	Caat, Jemina	86 2-3	85	8	5	...	2	"
35	Carroll, Mary	80 6-15	80	15	3	....	....	"
18	Cowperthwait, Emily W	88	98	....	....	1	1	"
8	Cramer, Annie M. P	92 1-3	89	10	....	....	....	"
29	Delaporte, Louise H	82 2-3	93	4	2	....	1	"
26	De Voe, Emma F	84 1-3	99	....	....	3	1	"
42	Doig, Rebecca	77 2-3	93	6	....	....	....	"
9	Fallon, Lillie	92 2-15	92	6	1	....	2	"
36	Ford, Bella	80 1 15	90	7	2	1	....	"
43	Ford, Katie	77 4-15	98	1	...	....	....	"
19	Gardner, Ella	87 13-15	99	....	....	....	1	"
20	Gardner, Lizzie	86 11-15	92	7	....	....	....	"
14	Greer Sarah	90 9-15	99	....	....	....	1	"
34	Hanson, Isabella E	80 7-15	97	2	....	....	....	"
38	Holmes, Emma W	79 4-15	89	7	3	....	1	"
17	Huddleston, Etta	88 2-3	99	....	....	....	3	"
12	Kelly, Gertrude G	91 11-15	98	....	1	....	....	"
37	Kuster, Emma	79 11-15	81	15	3	....	....	"
7	McAllister, Annie J	92 2-3	99	....	....	....	....	"
41	McConvill, Alice	77 11 15	97	....	2	....	....	"
22	McCulloch, Ida	86 2-15	98	1	....	2	1	"
10	Mathews, Dennie	91 13-15	93	1	5	....	2	"
25	Mathews, Maggie	85 1-15	96	1	2	....	....	"
..	Miller, Mary	77 3-15	87	6	6	11	1	Failed to Grad.
40	Mirick, Amy H	79	93	3	3	....	...	Graduated,
27	Monroe, Isabella	83 1-5	93	6	....	....	....	"
30	Newberger, Sophia J	82	99	....	....	2	1	"
16	Newton, Eliz. J	89 1-3	97	2	....	....	....	"
39	O'Connell, Kate	79 1-5	96	3	....	....	....	"
11	Opper, Laura	91 12-15	99	....	..	....	3	"
24	Peterson, Sarah	85 1 3	98	1	....	....	....	"
2	Robert, Emily J	95 1-3	99	....	....	....	....	"
28	Schwalb, Bessie	83	99	....	....	....	....	"
23	Smith, Della A	85 13-15	91	7	1	3	....	"
..	Stein, Emma	76 4-15	87	6	6	....	....	Failed to Grad.

E 3d—(*Continued*).

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Aubert.
22	Stanley, Pauline.....	6 2-15	88	10	1	....	1	Graduated.
1	Sullivan, Helen	88 1-3	99	....	....	....	3	"
6	Terry, Sarah.....	92 11-15	94	5	....	1	3	"
15	Tremper, Carrie.....	90 1-3	96	3	....	....	1	"
33	Tyler, Florence.....	91 1-5	99	....	....	1	1	"
13	Weigert, Adelaide.....	81 2-3	99	....	....	....	1	"
..	Whitely, Charlotte H..	95 4-15	94	....	5	....	....	Failed to Gra.
21	Whitely, Matilda H....	76 2-3	98	....	1	....	....	Graduated.
5	Wing, Clara L.... ...	83 2-15	99	....	....	....	1	"
		9						

A 2d.

Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Woods.
Abbott, Mary	90	98	....	1	....	....	
Bumsted, Caroline.....	74	91	8	....	....	....	
Bleakley, Sarah M. ...	67	94	4	1	....	....	
Bleasby, Helen V. B...	86	97	....	2	....	....	
Brodhead, Harriet H...	83	99	....	....	1	....	
Coe, Emly.....	79	99	....	....	....	....	
Cruikshank, Cora L....	91	99	....	....	....	....	
Conner, Louisa A.....	76	95	3	1	....	....	
Clarke, Eleanor E.....	88	88	11	....	3	....	
Coffin, Mary E.....	83	99	....	....	2	1	
Gregory, Mary J.....	89	98	....	1	....	....	
Hartley, Ida H.....	81	98	....	1	....	3	
Hays, Rachel P	95	95	4	....	1	....	
Haggerty, Mary.....	92	99	....	....	....	....	
Jerome, Minnie E	80	73	13	13	....	....	
Knauft, Dora.....	86	99	....	....	....	....	
ewis, Mary L.....	82	91	8	....	....	....	
ewis, Mary A.....	77	79	8	12	....	2	
cAuliffe, Ellen	83	96	3	....	....	....	
urray, Ella.....	78	85	14	....	4	....	
archant, Sophie.....	80	83	13	3	....	....	
yer, Rachel.....	70	95	4	....	....	....	
Giveny, Marg't A...	74	93	1	5	....	2	
Grane, Alice E.....	87	96	3	....	....	3	
William, Marg't J ...	77	75	16	8	....	....	
tison, Elizabeth...	91	89	10	....	....	....	
zies, Lillias	58	89	5	5	....	....	
is, Anna B.....	91	98	....	1	....	....	
rdonk, Carrie H...	80	94	4	1	....	....	
r, Hannah T.....	84	72	24	3	....	....	
er, Eva.....	82	77	20	2	....	....	
ma, Marianna....	80	90	9	....	....	....	
, Grace F.....	91	91	....	8	....	....	
dson, Louise....	89	89	4	6	1	....	
, Amelia B	87	96	2	1	1	....	
Maggie L.....	85	96	3	....	....	1	
Mary.....	70	94	5	....	....	1	
, Annie H.....	88	99	....	....	2	....	
Annie.....	88	95	4	....	....	....	
Margaret F....	82	95	3	1	....	1	
rances.....	83	94	4	1	2	1	
Emily O.....	88	91	7	1	....	1	
arrie L.....	93	96	3	....	....	....	

A 2d—(*Continued.*)

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Woods.
1	Sanford, Fannie.....	98	99		....	....	....	
6	Smadbeck, Grace.....	91	96	3	....	....	....	
44	Stephans, Jennie L....	78	94	5	....	....	....	
22	Strasberger, Hannah...	87	96	3	....	....	....	
3	Stone, Josephine E	93	99		....	....	....	
53	Simpson, Emma.....	61	85	9	5	....	...	
17	Stein, Frances A.....	88	95	4	....	....	....	
6	Spencer, Mary.....	91	86	13	....	....	....	
..	Tugwell, Isabella F....	..	78	20	1	3	1	
37	Terry, Flora E	81	93	6	....	....	1	
22	Van Iderstein, Louise..	87	81	7	1	....	...	
6	Woodle, Minnie	91	96	3	....	....	....	
13	Zenea, Piedad.....	90	98		....	....	....	

B 2d.

	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Holman.
3	Ackerman, Eugenia S....	73	99	..	....	....	....	
6	Asiel, Adelaide	85	95	4	..	....	....	
4	Barnstone, Frances A.....	80	94	5	..	....	....	
8	Bartlett, Frances A.....	89	99	..	..	....	....	
3	Bennet, Ida S.....	73	93	5	1	....	....	
4	Brown, Harriet M.....	80	94	5	..	....	....	
7	Boak, Cornelia.....	67	93	5	1	....	....	
3	Boak, Julia.....	86	93	6	..	....	1	
7	Bowker, Henrietta.....	90	93	6	..	....	1	
5	Cronk, Margery.....	72	41	5	1	5	....	
13	Callahan, Eliz. F.....	86	96	3	..	....	1	
9	Carpenter, Ida.....	84	93	6	..	....	....	
8	Coddington, Ella.....	81	94	5	..	....	.	
0	Conway, Ida F.....	75	95	2	2	....	1	
6	Cuisack, Kate T.....	81	95	4	..	....	.	
1	Dennis, Clara C.....	80	94	5	..	....	.	
1	Dempsey, Mary.....	82	98	..	1	....	.	
	Donohue, Margt. A.....	81	99	..	..	....	.	
	Doyle, Gertrude M.....	78	84	15	..	....	.	
	Drummond, Caroline B...	84	97	2	..	....	.	
	Everett, Emma M.....	95	96	2	1	....	1	
	Gallagher, Grace.....	81	94	3	2	....	.	
	Hall, Mary H.....	93	95	4	..	....	.	
	Hanner, Amy M.....	81	98	1	..	....	.	
	Hassett, Lillie.....	82	98	..	1	....	.	
	Hayes, Mary.....	78	97	2	..	....	.	
	Hesse, Matilda.....	80	96	3	..	....	.	
	Hughes, Elizabeth S.....	76	93	6	..	....	.	
	Hughes, Mary.....	87	96	3	..	....	.	
	Jennings, Sarah F.....	87	...	..	..	....	.	
	Jog, Manuela.....	88	...	..	..	....	.	
	Jog, Mary F.....	81	...	..	..	....	.	
	Kimmelstiel, Jeanette.....	83	...	..	..	....	.	
	Larus, Annie.....	78	...	..	..	....	.	
	Lerer, Louisa.....	86	...	..	..	....	.	
	Linnison, Selma.....	79	...	..	..	....	.	
	Lt, Laura	72	...	..	..	....	.	
	Lurdle, Elizabeth	92	...	..	..	....	.	
	Murthy, Lydia	87	...	..	..	....	.	
	Murthy, Mary.....	81	...	..	..	....	.	
	Nellum, Margt.....	74	...	..	..	....	.	
	Nilkin, Matilda.....	77	...	..	..	....	.	
	Nt, Edith	81	...	..	..	....	.	

B 2d—(*Continued*).

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Holman.
39	O'Neill, Emma F.....	78	....	....	....	..	....	
21	Robinson, Mary H.....	83	....	....	....	..	....	
51	Roylance, Fanny.....	74	....	....	....	..	....	
6	Selleck, Florence.....	91	....	....	....	..	....	
44	Shields, Annie.....	77	....	....	....	..	....	
39	Siedenbach, Josephine....	78	....	....	....	..	..	
47	Sinnot, Mary V.....	76	....	....	....	..	..	
47	Smith, Emily P.....	76	....	....	....	..	..	
4	Sulzbacher, Mary.....	92	...	....	....	..	..	
21	Thistle, Margaret.....	83	....	....	....	..	..	
2	Tuska, Sophia.....	93	....	....	....	..	..	
16	West, Myrtle.....	85	....	....	....	..	..	
16	Wood, Marie.....	85	....	....	....	..	..	
44	Young, Matilda.....	77	....	....	....	..	..	

C 2d.

ies.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Mrs. Compton.
lice.....	93	....	....	....	....	....	
.....	86	....	....	....	....	....	
.....	85	....	....	....	....	....	
cca	84	....	....	....	....	....	
.....	80	....	....	....	....	....	
ie.....	83	....	....	....	....	....	
.....	69	....	....	....	....	....	
Mary	83	....	....	....	....	....	
y.....	72	....	....	....	....	....	
yr	70	....	....	....	....	....	
.....	63	....	....	....	....	....	
larion.....	78	....	....	....	....	....	
h.....	80	....	....	....	....	....	
arah.....	73	....	....	....	....	....	
e.....	..	....	....	....	....	....	
.....	87	....	....	....	....	....	
garet	77	....	....	....	....	....	
h.....	81	....	....	....	....	....	
nnie.....	78	....	....	....	....	....	
llie.....	80	....	....	....	....	....	
nma.....	82	....	....	....	....	....	
tasia	83	....	....	....	....	....	
.....	85	....	....	....	....	....	
ie.....	73	....	....	....	....	....	
.....	60	....	....	....	....	....	
.....	78	....	....	....	....	....	
e.....	76	....	....	....	....	....	
ry.....	93	....	....	....	....	....	
ie.....	87	....	....	....	....	....	
Emma.....	81	....	....	....	....	....	
a.....	86	....	....	....	....	....	
izabeth	85	....	....	....	....	....	
nna..... ..	78	....	....	....	....	....	
mma	79	....	....	....	....	....	
ah E.....	76	....	....	....	....	....	
phie..... ..	80	....	....	....	....	....	
y C.....	76	....	....	....	....	....	
ra F.....	82	....	....	....	....	....	
ita.....	82	....	....	....	....	....	
Kate.....	60	....	....	....	....	....	
Rebecca...	84	....	....	....	....	....	
.....	86	....	....	....	....	....	
dine.....	73	....	....	....	....	....	

C 2d—(*Continued*).

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Mrs. Com
	Quinn, Katie	74						
	Riger, Christiana	73						
	Sutherland, Manuela	75						
	Sharp, Mary C	80						
	Smith, Annie	75						
	Smith, Agnes	73						
	Smith, Emily G	88						
	Townley, Rebecca R	76						
	Talbot, Mary	70						
	Wallace, Agnes	85						
	Walter, Anna	86						
	Weir, Kate	69						
	Ward, Gertrude	66						

D 2d.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Mathews.
9	Anderson, Isabelle A...	86	94	5	....	....	....	
..	Baruch, Yosta.....	....	68	11	....	....	....	Left May 31, 1877
2	Baldwin, Jeanette S....	91	93	6	....	....	....	
16	Boyle, Margaret M....	81	97	2	....	....	....	
24	Brown, Minnie W.....	76	97	2	....	....	....	
34	Bardash, Carrie W.....	72	98	1	....	1	....	
1	Crook, Jane V...	95	96	3	....	....	....	
6	Cumming, Emma.....	87	99	....	....	3	....	
..	Crozier, Ida L.....	....	43	8	....	....	....	Left Apr. 13 1877
28	Clark, Margaret C.....	75	99	....	....	....	....	
16	Cain, Lucie.....	81	91	7	1	....	....	
20	Cowan, Eliz. W	79	80½	18½	....	....	....	
30	Carter, Mary E...	74	98	1	....	....	....	
30	Dugan, Margaret G....	76	98	1	....	....	....	
24	Davies, Katie.....	70	88	11	....	1	....	
33	Ellis, Mary A.....	70	95	3	1	....	....	
3	Guinzburg, Elenora....	73	79½	19½	....	....	....	
3	Goldenberg, Hannah...	83	90	9	....	....	....	
9	Gould, Emma E.....	86	75¾	23¼	....	....	....	
3	Grau, Gilda C.....	90	91	5	3	....	....	
1	Hardy, Minnie.....	70	93	5	1	....	....	
	Hughes, Martha F.....	87	91	7	1	....	....	
	Kelly, Teresa J.....	79	90½	2½	6	....	....	
	Kennelly, Alice C.....	71	81	14	4	....	....	
	Lewith, Emma M.....	83	90½	7½	1	1	....	
	Lyon, Adelaide.....	79	92	7	....	....	....	
	Lutterloh, Ida E.....	72	90	5	4	....	....	
	McCarthy, Margaret A.	76	99	....	....	....	....	
	Mattison, Alice D.....	88	83	16	....	....	....	
	Meek, Amelia M.....	86	97	2	....	....	1	
	Maloy, Mary A.....	75	89	9	1	....	....	
	eil, Mary.....	79	74¾	14¼	....	....	....	
	erley, Florence J.....	86	95	4	....	....	....	
	rkins, Rosa J.... ...	87	94½	4½	....	....	....	
	ugh, Gertrude.....	76	98	1	....	....	....	
	korney, Antoine.....	82	99	....	....	....	....	
	thschild, Tillie.....	81	89½	9½	....	....	....	
	deker, Bertha.....	74⅜	95	2	2	....	....	
	ith, Annie.....	90	87	7	5	1	2	
	clair, Mary.....	72	88	7	4	....	....	
	cox, Hannah.....	81	87	12	...	....	....	

E 2d.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Morgan.
19	Beach, Annie	85	95	4	....	....	....	
37	Besselievre, Leila	67	96	3	....	....	....	
23	Berger, Louisa M	82	90	9	....	....	....	
27	Cantrell, Mary J	80	95	4	....	....	....	
37	Cone, Henrietta	67	88	11	....	1	....	
15	Davison, Harriet	87	98	1	....	....	....	
7	Eisig, Bertha J	92	87	12	....	....	....	
19	Ferriss, Minnie E. B	85	96	3	....	....	....	
8	Fairchild, Jennie A	94	97	2	....	....	....	
11	Gregory, Lizzie G	87	99	....	....	....	....	
29	Griffiths, Nettie J	78	95	4	....	....	....	
22	Heyman, Sarah	84	94	5	....	....	....	
26	Henry, Annie C	81	99	....	....	....	....	
31	Hammond, Laura B	73	98	1	....	....	....	
18	Holden, Eva	85	96	3	....	1	....	
32	Iden, Mary E	73	93	6	....	1	....	
35	Kennedy, Frances	71	96	3	....	....	....	
10	Kennedy, Matilda	90	98	1	....	....	....	
24	Kennedy, Sarah	82	97	2	....	....	....	
33	Koegel, Bertha	72	99	....	....	....	....	
3	Lobdell, Josie F	94	96	3	....	....	....	
2	Lichenstein, Emilie	95	99	....	....	....	....	
..	Lines, Adelaide S	....	65	1	....	....	....	Left May 18th, 1
12	Murray, Jeanette	89	99	....	....	....	....	
21	Morgan, Olive A	84	96	3	....	1	....	
35	Mandel, Johanna	71	95	4	....	....	....	
25	Parker, Ettie S	82	92	7	....	1	....	
14	Price, Katie W	88	92	7	....	....	....	
16	Redding, Teresa	87	95	4	....	....	....	
17	Ruggles, Jeanie	86	95	4	....	....	....	
30	Rogge, Emma	76	98	1	....	....	....	
34	Stone, Sarah G	72	98	1	....	....	....	
8	Story, Ida L	91	92	7	....	....	....	
28	Sutherland, Elma	78	94	5	....	....	....	
5	Seligman, Carrie J	94	93	6	....	....	....	
13	Tooker, Eliza J	89	98	1	....	....	....	
6	Vogel, Annie E	93	98	1	....	....	....	
1	Wilson, Louise	96	97	2	....	....	....	
9	Ware, Laura	90	97	2	....	....	....	

F 2d.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Goodwin
34	Allen, Kathleen.....	76	88	6	5	1	2	
4	Aub, Sophia.	91	99	....	....	....	....	
20	Alexander, Hannah.....	84	99	....	....	....	....	
18	Bermingham, Jennie.....	84	85	14	....	....	....	
12	Bermingham, Florence...	87	99	....	....	....	....	
9	Chapman, Elizabeth.....	88	89	5	5	...	2	
..	Carroll, Kate E.....	....	16	....	....	....	...	
11	Chase, Cornelia M.....	87	96	2	1	....	1	
8	Duggan, Elizabeth M....	88	99	....	....	....	....	
25	De Veau, Helen M.....	82	99	....	....	....	...	
37	Doran, M. E. Grace.....	72	97	2	....	....	4	
5	Donohue, Margaret.....	91	89	8	2	....	1	
15	Evans, Mary R.....	85	97	2	....	....	....	
9	Evans, Alice.....	84	99	....	....	....	....	
6	Farley, Rose	89	96	1	2	....	....	
1	Frankenheimer, Estelle..	94	93	6	....	....	...	
3	Gates, Fannie.....	66	99	....	....	....	....	
7	Guinee, Mary.....	82	87	....	12	....	3	
1	Hirsh, Fannie.	83	81	18	....	....	....	
	Hirsch, Caroline.....	75	93	6	....	....	....	
	Houtman, Mary.	84	81	6	12	18	....	
	Hazel, Jennie A.....	80	90	2	7	....	....	
	Hamill, Sarah A.....	78	92	6	1	.	...	
	Kaufman, Pauline.....	85	99	.		.	...	
	Keller, Pauline.....	83	92	2	5	.	...	
	Lazarus, Alice.....	79	98			.	...	
	Lally, Delia C.....	86	92	.	7	20	...	
	Murray, Ellen J.....	86	94	4	1	.	...	
	O'Connor, Camilla E.....	86	95	3	1	.	. .	
	O'Grady, Annie G.....	80	82	16	1	.	...	
	atis, Mary T.....	93	99	....	....	.	1	
	ollak, Esther.....	84	97	....	2	.	...	
	iley, Annie.....	83	97	1	1	.	2	
	oche, Kate.....	73	57	1	....	.	...	
	vartz, Annie B.....	81	88	2	9	12	...	
	mpkins, Melinda.....	88	93	5	1	12	....	
	ne, Emma L.....	....	58	5	....	.	...	Left May 18th, 1877.
	ylor, Annie.....	81	98	1	....	19	....	
	rner, Leonora.....	77	98	1	....	.	....	
	ite, Maggie E.....	91	98	...	1	.	....	
	r, Hattie E.....	89	9	5	3	.	5	

G 2d.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No Times Late Excused	No. Times Late Unexcused.	Miss Willard.
49	Anderson, Minnie.....	70	90	8	1	1	....	
44	Alcott, Laura.....	70	99	.....	.....	.....	.....	
42	Brady, Ella A.....	71	91	7	1	....	2	
15	Baker, Eva G.....	82	97	...	2	...	...	
3	Beckwith, Emma J....	89	97	1	1	...	...	
22	Behrens, Emily.....	80	98	....	1	2	....	
6	Bartley, Leah.....	86	98	....	1	....	....	
8	Boniface, Rachel.....	85	99	.....	.....	.....	.....	
47	Carlin, Elizabeth R....	70	94	4	1	....	....	
7	Crommelin, Jennie.....	86	83	15	1	1	...	
29	Cafferata, Fanny.....	75	93	5	1	....	1	
2	Cochrane, Emma L ...	91	93	6	....	....	....	
11	Colburn, Katie S.....	83	97	1	1	....	1	
14	Doak, A. Maude.....	82	94	5	....	....	....	
9	Dwyer, Kate A.....	84	86	10	3	1	1	
46	Eagan, Estelle B.....	70	85	10	4	....	1	
41	Finley, Margaret E....	71	94	3	2	....	....	
..	Fritz, Melissa.....	....	38	2	19	....	1	
48	Fulmer, Christiana....	67	97	2	...	...	....	
16	Flannery, Delia E.....	81	99	....	....	....	1	
16	Field, Annie.....	81	97	....	2	....	1	
37	Fowler, Maggie L.....	72	95	3	1	...	....	
11	Field, Ella.....	83	89	7	3	1	1	
19	Farrington, Julia.....	81	94	2	3	....	2	
21	Geis, Mary A.....	80	98	..	1	....	....	
45	Gass, Jennie.....	70	93	4	2	....	....	
51	Glassford, Jean.....	67	95	2	2	....	....	
42	Green, Adelaide R.....	71	97	1	1	....	....	
28	Gould, Sara J.....	75	79	20	....	....	....	
4	Gibson, Fannie.....	87	93	3	3	....	1	
52	Higgins, Bridget J.....	65	97	2	....	....	....	
5	Howe, Anastasia.	87	98	....	1	....	....	
13	Hays, Hannah A.....	83	98	....	1	....	....	
20	Hamilton, Eugenia....	81	91	8	....	....	....	
1	Hamilton, Henrietta...	92	95	....	4	....	....	
39	Lanigan, Annie E.. ..	71	95	3	1	....	....	
34	Metzgar, Mary.....	73	99	.....	.....	....	....	
31	McGaw, Agnes.....	75	99	.....	.....	....	....	
36	Murphy, Mary.....	72	97	....	2	....	....	
18	McGuire, Mary T.....	81	97	....	2	....	....	
54	Murray, Alice J.....	64	94	4	1	....	....	

G 2d.—(*Continued.*)

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Willard.
25	Nehrbas, Lizzie.....	76	99	....	....	....	....	
25	Norton, Henrietta H...	76	99	....	....	....	....	
..	Nurse, Hattie.....	....	34	6	1	....	....	
33	O'Brien, Maggie L.....	74	88	8	3	10	....	
50	O'Donnell, Katie T....	67	86	4	9	....	1	
31	Palmer, Catherine.....	75	81	....	18	2	....	
24	Quigley, Kate M.....	77	98	....	1	....	....	
27	Rosenthal, Virginia....	75	98	....	1	....	....	
38	Rich, Kate A.....	72	95	3	1	....	...	
35	Riley, Kate L.	73	87	7	5	....	....	
53	Seixas, Estelle.....	64	94	2	3	....	2	
23	Schaebler, Carrie A....	79	92	6	1	1	....	
40	Thornton, Henrietta C.	71	97	1	1	....	2	
30	Vail, Julia.....	75	87	11	1	....	....	
10	Wetherbee, Adelia F...	83	97	1	1	....	....	

H 2d.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Leal.
1	Artman, Florentine E..	95	94	4	1	....	....	
36	Billy, Adele E.....	82	98	1	....	....	....	
32	Browning, Sarah E....	83	91	8	...	....	2	
28	Bernhardt, Frances....	84	94	5	...	....	....	
32	Butler, Eliza J.....	83	90 1-5	7 4-5	1	....	....	
3	Cornell, Ella.....	94	90	9	....	1	....	
10	Cobb, Minnie A.....	89	94 3-5	4 3-5	....	....	....	
52	Childs, Annie.....	77	77	22	....	....	....	
22	Callahan, Lizzie A. ...	85	98	1	....	....	....	
46	Clooney, Mary E.....	80	94	5	....	....	....	
51	Davidson, Annie.....	78	95 3-5	3 2-5	...	....	2	
18	Duane, Maggie L.....	86	97	2	....	....	....	
36	Duggan, Elizabeth A..	82	91	8	....	....	....	
13	Eckstein, Laura.....	87	98	1	....	....	....	
36	Fleming, Annie E.....	82	89 3-5	8 2-5	1	....	....	
56	Freystadt, Sarah L....	70	99	....	....	....	....	
..	Finch, Mamie L.....	..	20	79	....	....	....	
6	Gorthals, Annie E.....	92	99	....	....	....	....	
42	Graham, Mary G.....	81	87	12	....	1	1	
22	Gehrman, Emma	85	93	6	....	....	....	
49	Glen, Mary.....	79	99	....	....	....	1	
7	Heyman, Emma E.....	90	99	....	....	....	....	
10	Hennessy, Katie M.....	89	87	12	....	....	....	
28	Hill, Rebecca M	84	96 3-5	2 2-5	....	....	....	
46	Hartigan, Annie M....	80	74	25	3	....	....	
32	Jennette, Marie L.....	83	96	3	....	2	....	
2	Kaufman, Emma J....	95	97	2	....	....	....	
18	Katz, Francisca.....	86	97	2	....	....	....	
54	Kelly, Mary E.	74	79	19	1	....	....	
22	Lott, Katie E.....	85	95	4	....	..	....	
36	Leahy, Nellie M.....	82	99	....	....	2	....	
22	Lewis, Dora.....	85	93 3-5	2 2-5	3	....	1	
42	Murray, Mary A.....	81	93 1 5	5 4-5	....	....	....	
28	Moore, Jennie E.....	84	95 3-5	3 2-5	....	....	....	
32	Masbach, Emma.....	83	99	....	....	....	....	
7	Memmel, Carrie.....	91	99	....	....	....	....	
13	Molr, Marie E.	87	90	9	....	....	1	
13	Nussbaum Sarah	87	95	4	....	....	....	
55	Olney, Louisa B	73	85	13	1	1	2	
49	O'Leary, Agnes E.....	79	92	7	....	....	....	
13	Quill, Annie L.....	87	98	....	1	....	2	
46	Raymond, Genevra E..	80	88	10	1	....	....	
22	Reeve, Annie C..... ..	85	89	10	....	....	....	
18	Reynolds, Adelaide....	86	99	....	....	1	....	

H 2d.—*(Continued.)*

Miss Leal.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.
28	Reegan, Mary J.	84	92	7	....	2	....
42	Reed, Annie S.....	81	88 3-5	10 2 5	.....	.....	2
10	Renne, Helene.....	89	85 3-5	12 2-5	1	.....	.....
7	Steinmiller, Adelaide..	90	97 2-5	3-5	1	.....	.....
18	Sexton, Mary F.....	86	93	6	....	1	....
36	Sherzinger, Minnie....	82	96	2	1	.....	.....
42	Sullivan, Margaret	81	96	3	....	.....	.....
36	Smyth, Sarah M.....	82	99	....	.....	.....	.....
52	Swainson, Isabella P...	77	88 3-5	8 2-5	2	....	2
13	Smith, Anna L.....	87	85	13	1	.....	.....
22	Sanders, Bena.....	85	98	1	....	.....	.....
5	Thomas, Mary E.....	92	92	7	....	.....	.....
4	Weinberg, Miriam.....	92	96	3	...	....	....

A. G.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Smyly.
	Appleton, Mary E.	73	80	19	....	....	....	
	Amstein, Matilda.	62	84 3-5	14 2-5	....	....	3	
24	Barratt, Frances T.	81	90	9	....	....	....	
30	Braddick, Elizabeth.	80	98	1	....	....	1	
27	Buchanan, Cora L.	81	99	.....	....	1	....	
..	Brophy, Jane.	....	79	.....	....	....	....	
9	Carroll, Julia F.	91	99	.....	....	....	....	
1	Chellborg, Julia P S.	97	99	.....	....	....	....	
20	Collyer, Edith	84	52 2-5	46 3 5	....	....	....	
34	Connolly, Annie E.	77	95	4	....	....	....	
28	Cox, Margaret.	81	88	11	....	1	....	
36	Day, Emily	75	96 3-5	2 2-5	....	....	....	
10	Donegan, Margt. A.	90	97	2	....	....	....	
..	Duhme, Anna S.	73	95	4	....	....	1	
..	Duggan, Frances V.	62	94 3-5	4 2-5	....	....	....	
2	Davidson, Eliz. R.	95	99	.....	....	....	....	
35	Einstein, Sarah	76	95	4	....	....	1	
38	Finch, Jessie L.	75	92	7	....	....	1	
17	Farley Mary	87	95	4	....	....	....	
..	Frances, Cecelia A.	69	86	13	....	....	....	
7	Furman, Bertha M.	93	99	.....	....	....	....	
..	Hunter, Jennie	....	99	.....	....	....	....	
7	Hedden, Sarah B.	93	79	20	....	....	....	
15	Janes, Martha B.	88	99	.....	....	....	....	
..	Jewett, Deborah	73	87	12	....	....	....	
17	Knipe, Susan E.	87	97	2	....	....	....	
23	Lynch, Ellen	82	92	5	2	....	....	
28	Murray Margt A.	81	92	7	....	....	....	
..	McCoy Georgiana	68	95	4	....	....	....	
20	McDonald, Anna B. F.	84	96	3	....	....	....	
37	McMains, Susie	75	97	2	....	....	1	
22	Merritt, Charlotte B.	83	96 3-5	2 2-5	....	....	....	
31	Mettel, Dora.	80	96	1	2	....	1	
24	McMullen, Sarah	81	90	9	....	....	1	
12	Nichols, Sarah R.	89	98	1	....	....	....	
..	Noble, Emma	68	91	7	1	....	3	
33	O'Neil, Annie.	77	99	.....	....	....	....	
32	O'Rourke, Katie	78	83	16	....	....	....	
5	Prescott, Anna	94	96	3	....	....	....	
..	Raymond, Lillie J.	....	81	18	....	....	....	
..	Reilly, Frances	70	97	2	....	....	7	
13	Stevens, Caroline J.	89	99	.....	....	....	....	
39	Stich, Delia	75	89	7	3	....	....	

A. G.—(*Continued.*)

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Smyly.
16	Teed, Edith	87	93	6	....	....	....	
19	Thompson, Minnie	86	95	4	....	....	....	
3	Tuska, Helena	95	96	3	....	....	....	
26	Vanier, Lonise C.	81	99	.....	....	....	....	
6	Wehle, Daisy	94	97	2	....	....	....	
4	Weinman, Bertha	94	91	8	....	....	....	
11	Wetherbee, Hattie J.	89	98	1	....	....	....	
24	Wiseman, Caroline E.	88	97 1-5	1 4-5	....	....	....	
	White, Annie B.	66	82	9	8	....	5	
	White, Frances E.	63	89	5	5	....	7	

B. G.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Carr.
37	Auerbach, Carrie	79	94	4	1	....	....	
10	Adler, Rachel	89	96	3	....	....	1	
43	Angus, Evelyn	72	95	3	1	....	....	
18	Connor, Adelaide	84	93	4	2	....	....	
53	Coyne, Lizzie	56	95	4	....	....	1	
2	Dempsey, Blanch	93	98	1	....	....	....	
46	Franklyn, Fannie	70	90	9	....	....	1	
1	Foster, Mary C	93	98	1	....	....	....	
23	Frank, Henrietta	83	97	2	....	....	....	
36	Glass, Betsy	79	90	9	....	....	....	
..	Geraghty, Delia	....	1	8	....	....	....	
..	Gray, Mary E	....	....	20	....	....	....	Left March 1st, '77
41	Gilbert, Ellen	75	94	5	....	....	....	
21	Guthrie, Martha	83	99	....	....	....	....	
14	Harris, Sarah	86	90	9	....	....	....	
31	Harris, Eliza	81	98	1	....	....	....	
40	Irving, Ella	76	90	9	....	....	....	
..	Johnston, Anna	....	39	....	....	....	....	Left M'ch 27, '77.
26	Jacobs, Elizabeth	82	95	4	....	1	....	
4	Kolb, Henrietta	93	98	1	....	....	....	
49	Lycett, Anna	66	89	9	1	....	....	
47	Lightowler, Jeanette	69	98	1	....	....	....	
19	Levy, Henrietta	84	96	3	....	....	....	
20	Lane, Mary	84	97	12	....	....	....	
11	Mitchell, Annie	88	93	5	5	....	....	
14	Mack, Rosa	86	96	3	....	....	....	
33	Meyers, Marion	79	91	8	....	....	....	
29	Meyers, Carrie	81	94	5	....	....	....	
35	Montrose, Estelle	79	74	25	....	1	1	
34	McDonough, Anna	79	86	13	....	....	....	
44	McLaren, Lena	72	96	3	....	....	....	
16	Morris, Clara	86	96	3	....	....	....	
27	Nagle, Mary	82	96	2	1	....	....	
13	Newberget, Anna	87	96	3	....	....	....	
23	Pockridge, Anna	83	97	1	1	1	1	
23	Powers, Frances	83	98	....	1	1	....	
2	Potter, Annie	93	93	6	....	....	....	
12	Purcell, Mary	87	97	2	....	....	1	
51	Provost, Florence	65	92	7	....	1	....	
5	Patterson, Virginia	92	81	18	....	....	....	
6	Quigg, Agnes	92	95	4	....	....	....	
27	Ritz, Louise	82	98	1	....	....	....	
48	Rork, Adelaide	68	92	6	1	....	....	

B. G.—(*Continued.*)

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Carr.
52	Russell, Carrie	59	90	9	....	....	1	
	Sylvester, Lena	....	62	3	....	....	....	Left May 24th, '77
9	Salberg, Emma	90	96	3	....	....	1	
30	Sanders, Eliza	81	98	1	1	....	....	
45	Snow, Carrie	71	93	6	....	....	....	
32	Smith, Isabella	80	92	7	....	....	....	
49	Stewart, Rebeeca	66	73	25	1	....	4	
41	Treacy, Agnes	75	97	2	....	....	....	
39	Tadiken, Wilhelmina	77	98	1	....	....	....	
5	Valentine, Louise	90	93	6	....	....	....	
38	Weyman, Annie	78	93	5	1	....	....	
7	Walker, Ida	91	97	2	....	....	....	
22	Woll, Emma	83	99	....	....	....	....	
17	Zirker, Caroline	85	98	1	....	1	1	

C G.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Baker.
5	Bruce, Fannie	90	93	6	....	....	....	
37	Bellows, Josephine	75	98	1	....	....	....	
46	Bruning, Sarah	70	87	12	....	....	8	
50	Ball, Elizabeth M	65	89	10	....	....	....	
..	Bruenn, Clementine	...	50	29	....	1	...	
34	Birkins, Etta	76	93	6	....	....	....	
4	Brady, Mary L	91	86	10	3	....	....	
51	Benney Josephine L	60	96	....	3	...	1	
15	Coombe, Elizabeth	85	97	2	....	....	....	
18	Cavanagh, Ida I	84	97	2	....	1	....	
22	Cunningham, Mary	82	83	16	....	....	....	
35	Clevenger, Annie A	76	98	1	....	....	....	
18	Dorn, Serena	84	95	4	....	....	....	
47	Donegan, Hannah A	70	98	1	....	....	....	
14	Dinklespiel, Hannah	86	96	3	....	....	....	
6	Earle, Julia	89	96	2	1	....	....	
2	Emminger, Lavinia A	93	92	7	....	....	....	
9	Fulda, Malina	88	96	2	1	1	....	
25	Frost, Mary	81	99	....	....	....	3	
29	Fisher, Emma	77	84	15	...	....	....	
12	Goldie, Hannah	87	83	10	7	....	2	
21	Grossmayer, Clara	83	96	2	1	....	....	
29	Harrington, Frankie	77	68	31	....	....	....	
55	Heims, Minnie	85	99	....	....	....	....	
27	Hauston, Julia	80	96	3	....	....	....	
24	Horton, Hattie E	81	96	2	1	1	....	
40	Irving, Mary	74	96	....	3	....	1	
29	Kemp, Pauline	77	94	5	....	1	3	
10	Kilpatrick, Martha	88	98	1	....	....	....	
36	Lee, Rosa	75	94	4	5	....	....	
20	Lewis, Carrie	83	87	11	1	....	....	
29	Lockridge, Lizzie	77	88	8	3	....	....	
45	Lyon, Pruella	72	92	4	3	....	....	
..	McGovern, Kate	....	..	20	....	....	....	Left, March 2, 1877.
8	McConnell, Clara	89	95	3	1	....	....	
28	Miller, Martha	79	99	....	....	....	1	
11	McCabe, Maggie	87	96	3	....	....	....	
13	Oppenheimer, Hannah	86	94	5	....	....	....	
41	Phair, Maria	73	95	4	....	....	....	
23	Paulsen, Rachel	82	89	10	....	....	....	
26	Pierson, Mary	80	63	33	3	....	3	
15	Pfenning, Pauline	85	99	....	....	....	....	

C. G—(*Continued*).

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Baker.
49	Rodney, Emilie	67	88	11		2	....	
43	Rosario, Emma	72	95	4		..	....	
41	Ryan, Adelaide	73	85	11	3	..	....	
1	Sawyer, Genevra	95	99	....			....	
38	Tice, Sarah	74	94	4	1		....	
48	Thompson, Jennie F.	70	99	...			....	
39	Thorn, Evelina	74	96	3			....	
6	Thomas, Louisa	89	98	1		1	....	
..	Travis, Alice	..	7	2			....	Left March 2, 1877.
3	Vail, Helen S.	92	97	2			....	
33	Wagner, Anna	77	98	....			...	
43	Wolfenstein, Jennie	72	96	3			....	
48	Wolfsbruck, Carrie	69	96	2	1		..	

D. G.

Class Standing.	NAMES.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused	No. Times Late Excused.	No. Times Late Unexcused.	MISS MERINGTON.
6	Brill, Maggie	86	97	....	2	..	....	
..	Baroun, Agnes	....	1	....	98	..	....	
9	Bergemeister, Henrietta	82	99	....	....	..	....	
15	Barrington, Jennie	76	96	3	....	..	....	
23	Beran, Joanna	64	88	11	....	....	1	
22	Brewster, Emma	67	97	1	1	....	....	
8	Bregel, Gertrude	83	99	7	2	....	1	
6	Cohen, Hannah	86	98	1	....	....	....	
13	Condon, Mary	78	93	4	2	....	....	
10	Cornell, Eveline	81	96	2	1	....	....	
21	Ehrhart, Emma	69	99	....	....	....	....	
..	Fee, Maggie	....	....	....	99	....	....	Dis. June 1st, 1877
..	Fitzpatrick, Josie	....	49	50	....	....	....	
12	Garner, Nellie	79	91	6	2	.	1	
17	Heynen, Louise	74	90	7	2	.	....	
2	Heylbut, Joanna	94	97	2	....	.	....	
18	Henderson, Jane	72	98	1	....	.	....	
17	Hanlon, Mamie	74	98	1	....	.	....	
12	Horne, Agnes	79	97	1	1	.	....	
5	Hauser, Bertha	87	98	1	....	.	....	
19	Harris, Lizzie	71	90	5	4	.	....	
27	Heitler, Louise	55	94	....	2	.	....	
..	Harrington Minnie	....	51	3	11	.	....	Left May 10th. '77
24	Jaeger, Louise	61	82	4	13	.	....	
5	Jones, Jennie	87	95	4	....	.	....	
25	Kolsch, Elizabeth	60	99	..	....	.	....	
29	Leighton, Marie	48	83	4	2	.	4	
7	Lemlein, Matilda	84	95	4	....	.	1	
..	Lambert, Henrietta,	....	..	..	99	.	....	
6	Lederer, Rosa	86	96	3	....	.	....	
2	Lavendol, Florence	94	97	2	....	.		
1	Lavendol, Adele	96	9	2	....	.		
26	Keller, Louise	57	96	2	1	.		
4	Leyendecker, Rosanna	88	97	2	....	.		
11	McGill, Mary	80	95	2	2	.	1	
6	Mohr, Deborah	86	98	..	1	.		
13	Murphy, Kate	78	89	8	2	.		
..	Morrison, Isabella	....		..	79	.		Dis. June 1st, 187
3	Marcus, Fannie	93	90	9	....	.		
13	Noble, Anna	78	88	1	....	.		
12	O'Neill, Nellie	79	97	..	2	.		
9	Praeger, Gussie	82	98	1	....	.		
28	Phillip, Carrie	52	79	14	6	.		

D. G.—*Continued.*)

Class Standing.	NAMES.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused	MISS MERINGTON.
5	Prunty, Mary	87	98	1	....	....	....	
28	Reidy, Louise	67	98	1	....	....	....	
17	Rauch, Ida	74	93	4	2	....	....	
14	Slocum, Margaret	77	95	4	....	....	....	
17	Schiele, Laura	74	93	6	....	....	....	
..	Spratt, Annie M.	....	....	....	79	....	....	Dis. June 1st, 1877
16	Southerland, Ida	75	96	....	3	....	8	
..	Twaddell, Virginia	....	8	....	91	....	....	
20	Van Thiel, Ellinor	70	79	20	....	....	....	
12	Woodhull, Fannie	79	97	1	1	....	....	
6	Wechsler, Ida	86	95	3	1	....	1	
..	Wheeler, Sarah E.	....	....	....	79	....	....	Dis. June 1st, 1877
12	Wasdell, Nellie	79	92	7	....	....	....	

E G.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Friend.
53	Allison, Carrie	57	99	....	....	1	....	
29	Appell, Helena	69	99	....	....	....	....	
43	Aldis, Lida	63	83	16	....	....	....	
1	Bailey, Mary	92	99	....	....	....	....	
50	Biele, Mary	58	97	2	....	....	....	
..	Bail, Annie	..	8	....	16	....	....	Left, Feb. 27, '77
27	Britton, Jennie	70	98	1	....	....	....	
..	Coughlan, Salome	..	95	3	1	....	....	
15	Cole, Nellie	81	96	3	....	....	....	
16	Denison, Emma	81	95	4	....	....	....	
11	Dobson, Kate	83	86	12	1	11	2	
47	Dunne, Eliza	61	86	6	7	....	....	
38	Day, Fannie	65	95	3	1	....	....	
38	Ehrlinger, Charlotte	65	92	7	....	....	....	
35	Ford, Jennie	68	95	1	3	....	2	
54	Flynn, Maggie	40	77	22	....	....	....	
28	Fennell, Emma	70	96	1	2	....	2	
18	Goodman, Hulda	79	99	....	....	....	....	
31	Gitsky, Jennie	69	85	14	....	....	....	
..	Green, Mary	..	..	....	....	....	....	
33	Green, Annie	69	99	....	....	....	....	
38	Gillespie, Helena	65	92	2	5	....	....	
23	Gedney, Georgie	75	87	11	1	....	....	
7	Hayes, Mary	84	99	....	....	1	....	
31	Hays, Julia	69	99	....	....	....	....	
7	Henry, Minnie	84	96	....	....	....	....	
21	Kay, Annie	76	99	....	....	....	....	
..	Kelly, Fannie	..	6	2	56	....	....	Left, April 20, '7
9	Langstedter, Carrie	84	96	3	....	....	....	
..	La Fetra, Kate	..	11	5	35	....	....	Left, April 13, '7
2	Liebman, Ida	89	..	....	....	....	....	
5	McGrew, Sarah	86	97	2	....	....	....	
3	McManus, Mary	89	98	1	....	1	....	
52	McCaul, Kate	57	98	1	....	....	....	
14	Monaghan, Eliza	82	97	2	....	....	....	
26	McGrath, Charlotte	70	92	5	....	1	....	
19	McGrane, Mary	78	96	3	....	1	....	
44	Miller, Cora	62	92	3	2	....	....	
46	Merkle, Kate	61	90	9	....	....	....	
37	McKnight, Isabella	67	88	11	....	....	....	
34	McConnell, Josephine	68	88	11	....	....	....	
20	Pike, Fannie	78	95	4	....	....	....	

E G.—(*Continued.*)

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused	No. Times Late Excused.	No. Times Late Unexcused.	Miss Friend.
29	People, Kate	70	98	....	1	....	4	
45	Power, Mary	62	85	10	4	....	....	
25	Packingham, Annie	72	97	2	.....		....	
6	Rice, Theresa	85	98	1	.....		....	
49	Rich, Rosa	58	95	3	1		....	
38	Rich, Flora	65	93	4	2		....	
46	Silversletter, Rosa	62	80	19	..		....	
36	Steinlein, Ida	67	96	3	..		....	
24	Stainton, Annie	75	80	16	3		2	
4	Taylor, Mary	89	99	....	..		....	
49	Thompson, Effie	61	98	1	..		....	
38	Vickerie, Mary	66	99	....	..		....	
13	Whitehead, Sarah	83	98	1	..		....	
22	Weber, Almira	76	96	3	..		....	
12	Wiley, Rachel	83	93	5	1		....	
10	Watson, Rowena	83	92	6	1		....	
17	Walsh, Anna	81	86	10	3		2	

F. G.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McDonough.
37	Baker, Mary E.	73	83	16	....	....	....	
10	Billings, Emma	82	82	17	....	....	....	
30	Buckhout, Louise	76	87	10	2	....	....	
52	Brett, Fannie	48	88	11	....	....	....	
39	Church, Emma	72	91	8	....	2	2	
25	Cowen, Belle	78	97	2	....	....	....	
15	Callan, Mary	80	93	6	....	....	....	
13	Cameron, Maria	80	92	7	....	....	....	
43	Cox, Jessie	66	79	18	2	1	5	
..	Daly, Tillie	....	79	6	14	....	....	
4	Doran, Kate	85	99	....	....	....	....	
20	DuMoulin, Ella	79	91	7	1	....	....	
..	Edwards, Lylie	....	26	....	....	....	....	Left Mar. 17, 1877.
1	Eckman, Hattie	93	98	1	....	....	3	
25	Fall, Mary	78	98	1	....	....	1	
..	Fitzpatrick, Emma	....	78	9	12	....	....	
46	Frank, Gussie	63	94	4	1	1	1	
..	Friedsam Lizzie	....	22	15	2	....	....	Left, Mar. 24,1877
20	Gale, Minnie G	79	87	9	3	....	....	
6	Gleeson, Ellie A	84	96	3	....	....	....	
4	Goldie, Sarah	84	99	....	....	....	....	
35	Gregory Hattie	73	97	2	....	1	....	
37	Grant, Maggie	73	88	10	1	....	....	
6	Haslett, Maggie	84	96	3	....	....	....	
15	Harden, Margaret	79	93	6	....	....	....	
25	Haight, Hattie M.	77	99	....	....	....	4	
..	Hull, Lydia	....	79	20	....	....	....	
33	Johnson, Isabella	74	99	....	....	....	4	
20	Knox, Ella	78	96	3	....	1	1	
49	Kenny, Mary E.	60	83	16	....	....	....	
15	Kennedy, Mary	79	90	9	....	2	5	
33	Kirby, Mamie	75	91	8	..	2	....	
2	Kelly, Mary	90	96	3	....	....	....	
45	Lockhard, Annie	64	89	9	1	....	3	
35	Lindgren, Aggie	73	97	2	....	....	1	
31	Magenheimer, Amelia	75	95	4	....	....	1	
3	McGowan, Hannah	86	99	....	....	....	....	
6	Meyers, Rosa	82	93	6	....	....	....	
45	McMurrin, Josephine	64	82	16	1	....	....	
31	McNally, Emeline	76	83	16	....	....	....	
42	Moran, Lizzie	69	96	3	....	....	....	

F. G.

Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McDonough.
k, Addie	63	89	4	6	....	....	
kirk, Ida	69	90	9	....	....	1	
, Mamie	57	98	1	....	....	....	
mond, Mamie	58	90	10	....	....	....	
nnon, Bridget	77	95	3	1	....	1	
idan, Mary E	84	95	4	....	....	....	
th, Mary	78	78	21	....	1	2	
kpole, Lizzie	81	91	8	....	....	....	
t, Emily	64	95	4	....	....	....	
er, Louisa	....	42	1	1	....	....	Left Apr. 4, 1877.
ly, Lizzie	78	99	...	....	1	....	
ein, Maggie	82	97	2	....	....	....	
eler, Adelia F	78	92	6	1	....	4	
is, Julia V	79	90	9	....	....	....	
te, Rebecca	71	....	...	....	....	....	
ng, Adelaide	79	86	13	....	1	....	
erman, Gertie	83	90	5	4	....	....	

A F.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Phelps.
7	Anderson, Kate M.	91	94	5	....	....	....	
7	Bassie, Adele	91	91	8	....	....	....	
22	Bliss, Mary H.	85	91	8	....	....	....	
22	Bergamine, Teresa	85	99	..	....	....	....	
33	Brown, Josephine	78	92	7	....	....	....	
41	Briggs, Mary H.	63	79	20	....	....	....	
17	Blauvelt, Addie M.	88	89	10	....	1	....	
32	Charlton, Annie M.	78	92	7	....	....	....	
12	Coffin, Marietta	89	96	3	....	....	....	
34	Corwin, Fannie W.	77	95	4	....	2	....	
27	Corbitt, Jessie C.	83	94	5	....	3	....	
25	Demarest, Lizzie C.	84	91	8	....	....	....	
12	Eisig, Bella	89	97	2	....	....	....	
3	Foster, Kate M.	93	76	23	....	....	....	
36	Gwynn, Mary E.	75	71	28	....	....	....	
7	Glatz, Blanche A.	91	97	2	....	....	....	
27	*Gilbam, Clara J.*	83	99	..	....	....	....	
27	Hamill, Elizabeth	83	90	9	....	2	2	
3	Heyman, Christina E.	93	92	7	....	....	....	
3	Hopps, Jennie	93	98	1	....	1	....	
36	Hudson, Lizzie	75	89	13	....	....	....	
..	Jacoby, Sarah	..	57	..	....	....	....	Left April 24, 1877.
12	Laird, Alicia	89	81	18	....	1	....	
12	London, Theresa	89	99	..	....	....	....	
18	Mathews, Katherine	87	91	8	....	....	....	
7	Massey Laura	91	98	1	....	....	....	
3	McKeag, Mary E.	93	96	..	....	1	....	
18	Murray, Agnes J.	87	99	..	....	....	....	
18	Patterson, Libbie	87	95	4	....	....	....	
..	Phelps, Nellie	..	19	..	....	....	....	Left Feb. 28, 1877.
18	Parisot, Mamie	87	91	8	....	....	....	
2	Rich, Carrie	94	90	9	....	....	....	
22	Rogers, Adelaide	85	92	7	....	....	....	
39	Schoonmaker, Libbie	72	93	6	....	....	....	
30	Schoonmaker Eugenia	82	84	15	....	....	....	
31	Sherwood, Josie	80	93	6	....	1	....	
..	Swift, Annie	..	34	..	....	....	....	Left Feb. 23d, 187
..	Swift, Katie	..	2	..	....	....	....	" March 29, "
25	Smith, Clara	84	96	3	....	....	....	
11	Tilton, Emma L.	90	..	..	....	....	....	
1	Tobias, Eleanor	96	..	..	....	....	....	
34	Van Arsdale, Minnie	77	82	17	....	4	....	
39	Whitney, Annie A.	72	96	3	....	2	....	
12	Williams, Carrie	89	97	2	....	2	....	
38	Westley, J. Nettie	74	84	15	....	....	....	

B F.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Constantini.
6	Adler, Frances	90	90	9	....	....	....	
26	Brainard, Hattie	78	87	10	2	....	....	
10	Baxter, Carrie	66	95	2	2	1	....	
13	Belzer, Ella	63	46	49	4	3	....	
8	Curran, Annie A	89	95	2	2	2	2	
11	Donar, Teresa	73	99	....	....	....	....	
14	Duncan, Margaret	59	97	2	....	....	1	
0	Flynn, Rebecca	87	98	1	....	....	....	
.	Fitzpatrick, Blanche	....	32	21	46	....	....	
21	Glynn, Maggie L	66	79	19	1	....	1	
1	Holmes, Grace	87	99	....	....	2	....	
22	Hughes, Annie	73	92	5	2	....	....	
.	Herzog, Millie	....	44	19	....	2	....	Left May 11, 1877.
9	Howard, Carrie A	84	98	1	....	....	....	
1	Kayton, Rachel	82	97	2	....	....	....	
2	Lorenze, Barbara	82	98	1	....	1	....	
5	Lloyd, Eglantine	91	99	....	....	....	....	
2	Latus, Katie	87	96	1	2	....	....	
7	McCusker, Annie J	78	95	4	....	....	....	
3	Mullan, Ella A	87	99	....	....	....	....	
4	Murray, Amelia S	80	92	7	....	....	4	
4	Murphy, Mary R	87	99	....	....	....	....	
7	McBarron, Anna	86	96	3	....	1	1	
2	McColgan, Margaret	66	98	1	....	....	3	
8	Monfort, Myra	78	98	1	....	....	....	
3	Nicholson, Mary E	92	99	....	....	....	....	
8	North, Laura	70	94	5	....	....	1	
5	Nugent, Nellie	72	62	36	1	1	....	
3	Newlin, Josephine	82	86	10	3	....	....	
7	Neuman, Mina	90	99	....	....	....	....	
9	O'Connell, Anna G	68	89	10	...	....	2	
4	Pennington, Emma	92	97	2	....	2	....	
3	Plunkett, Anna	73	92	3	4	....	....	
5	Ryan, Jennie	59	95	4	....	....	....	
.	Reid, Lillie	...	....	....	32	....	....	Left March 16, 1877
1	Robertson, Jennie	95	89	10	....	....	....	
8	Ramsey, Josie	86	89	10	....	....	....	
6	Steer, Anna	72	46	43	10	1	1	
.	Smith, Emily	....	2	97	....	....	1	
0	Swanton, Ella	84	95	4	....	....	....	

B F.—(*Continued.*)

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.
15	Suling, Sophie M... ..	87	99	....	....	....	....
34	Sutton, Ida.....	73	88	3	1	2	....
25	Twomey, Margaret....	80	90	9	....	....	1
29	Waters, Lizzie.....	78	98	1	....	....	1
30	Weisel, Lenora.....	78	96	3	....	....	....
16	Winterton, Jessie.....	87	97	2	....	2	....
37	Westendorf, Lizzie.. ..	71	89	8	2	....	....
2	Woodleaf, Bertha.....	94	96	3	....	2	....
9	Wilbur, Mary.....	88	93	6	....	2	....

Miss Constanti

C. F.

NAMES.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS CONANT.
rman, Emma.....	77	97	2	....	....	...	
, Ella.....	76	97	2	....	....	....	
n, Margaret.....	80	85	14	....	....	....	
nmayer, Elizabeth	94	74	25	...	...	....	
ker, Annie.....	75	84	13	2	....	....	
lle, Sophie.....	90	73	26	....	....	1	
llanos, Leila.....	82	92	7	....	....	....	
llanos, Tonita....	91	87	12	....	....	....	
ey, Anna.....	82	99	....	....	....	....	
berlain, Alice...	82	83	16	....	....	1	
in, Elizabeth.....	....	19	....	14	....	...	Left M'ch 24th, 1877.
Ella	82	98	1	....	....	...	
lson, Matilda.....	77	76	23	....	...	....	
ie, Margaret	73	98	1	....	1	1	
inne, Annie.....	74	81	14	4	....	....	
on, Helen.....	77	66	23	10	1	....	
, Sarah.....	78	96	3	....	1	7	
n, Clara.....	75	88	9	2	....	....	
her, Minnie.....	....	39	....	1	....	....	Left M'ch 24th, 1877.
, Matilda.....	77	77	21	1	..	....	
win, Mary.... ..	85	89	8	2	1	11	
en, Eleanor.	76	97	2	....	....	....	
y, Elizabeth	86	95	4	....	3	4	
essy, Elizabeth...	76	85	13	1	....	6	
idge, Florence....	71	83	16	1	....	....	
hinson, Kate.....	83	84	15	....	....	3	
, Martha.....	82	94	5	....	....	....	
elly, Ella.....	82	88	11	....	....	....	
am, Susie.....	85	99	....	....	3	1	
hlan, Mary.....	....	85	3	11	2	2	
e, Jane..	77	96	3	....	....	....	
mber, Carrie.....	89	78	21	....	....	1	
n, Maude.....	80	98	1	....	1	....	
tire, Estelle.....	79	79	19	1	....	....	
rmick, Annie.....	71	93	6	....	1	1	
, Annie.....	....	47	....	4	....	1	Left Ap'l 16th, 1877.
ck, Marion.	73	99	....	....	....	1	
on, Mary.....	92	98	1	....	....	....	
grew, Mary.....	....	47	10	....	....	....	Left Ap'l 20th, 1877.

C. F.—(*Continued.*)

MISS CONANT.

Class Standing.	NAMES.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.
40	Patterson, Margaret...	66	86	11	2	....	2
39	Purdy, Addie.....	67	90	8	1	....	....
7	Smith, Martha.....	86	99	....	....	....	....
20	Schuster, Minnie.....	80	99	....	....	....	....
8	Steen, Martha.....	86	96	3	....	....	....
	Turner, Elizabeth.....	....	15	80	4	....	....
38	Tompkins, Susie.....	75	92	7	....	....	....
	Valentine, Margaret...	....	21	77	....	....	...

D. F.

Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McGregor.
Black, Minnie A	93	97	2	....	....	....	
Banks, Lizzie W	93	98	1	....	....	....	
Barton, Helen M	77	98	1	....	....	....	
Bosse, Mary	88	98	1	....	....	....	
Blackledge, Lizzie B	77	93	6	....	....	....	
Conklin, Ella B	54	90	9	....	....	....	
Cohen, Rosa	....	74	5	....	....	....	Left May 29, 1877.
Campbell, Lora E	82	98	1	....	....	....	
Carmick, Alice B	92	84	15	....	....	....	
Corre, Annie S	79	97	2	....	....	....	
Cornell, Lizzie G	54	86	13	....	....	3	
Day, Emilie C	76	96	3	....	....	....	
Dolan, Aggie C	81	97	2	....	....	....	
Egbert, Anna B	65	75	24	....	....	....	
Ely, Kate	73	79	20	....	....	....	
Gregory, Lizzie C	86	95	4	....	....	....	
Graham, Emma L	72	96	3	....	....	....	
Gildersleeve, Florence J	82	99	....	....	....	....	
Goldenberg, Minnie	85	94	5	....	....	....	
Hadley, Libbie	81	91	8	....	....	....	
Hooper, Mary L	95	97	2	....	....	....	
Iglstrom, Adelaide	....	35	46	....	....	2	
Jacobs, Jeanette	96	91	8	....	....	....	
Krauss, Tillie	84	89	....	....	....	....	
Lewis, Belle F	80	87	12	....	....	....	
Lyon, Juliette	77	91	8	....	....	1	
Mattison, Addie R	89	92	7	....	....	....	
Meek, Mamie	....	26	15	....	....	....	
Novost, Lillian	86	88	11	....	....	....	
Omer, Mary E	65	88	11	....	....	....	
Pl, Mary E	78	98	1	....	....	....	
Rdmacher, Minnie	84	95	4	....	....	....	
Russ, Anna	85	91	8	....	....	....	
Sr, Leila	90	96	3	....	....	....	
Sr, Lizzie	81	92	7	....	....	....	
Sn, Harriet L	72	92	7	....	....	....	
Sh, Maggie J	....	76	23	....	....	1	
Speyer, Kate L	76	99	....	....	....	....	
Speyer, Ida	84	96	3	....	....	....	
Sh, Rosa A	81	93	6	....	....	....	
S, Grace E	87	96	3	....	....	....	

D. F.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McGregor.
7	Thielman, Sophie E.....	91	98	1	....	....	....	
39	Wolf, Fannie.....	60	89	10	....	....	2	
14	Young, Anna.....	85	94	5	....	....	1	
1	Zimmerman, Bertha.....	97	99	....	....	....	....	

E. F.

NAMES.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS MITCHELL.
Addie	95	99	....	....	1	1	
Jennie	90	98	1	....	....	....	
Annie	79	99	....	....	....	....	
nnie	84	91	4	4	....	....	
Marion	90	98	1	....	....	....	
Mildred	79	98	1	....	....	....	
delaide	76	91	6	2	....	....	
aggie	72	92	4	3	....	....	
Caroline M	82	94	1	4	....	....	
Mary E.	74	98	....	1	....	....	
C.	77	94	3	2	....	....	
Kate G.	69	94	3	2	1	....	
Abbie	80	94	5	....	....	....	
Minnie	88	98	1	....	....	....	
A.	87	99	....	....	1	....	
illian	92	83	15	1	1	....	
zie	51	87	1	11	....	....	
salie	94	99	....	....	....	....	
nnie	82	97	2	....	....	2	
Mary	82	99	....	....	....	....	
Nesta	....	....	99	....	....	....	
Agnes	84	81	10	8	....	2	
Matilda	73	99	....	....	....	1	
salie	79	8	1	....	....	....	
Emma	79	98	1	....	....	....	
y, Henrietta	86	99	....	....	....	....	
y, Emma	93	99	....	....	....	....	
arah	72	77	10	12	....	1	
Anna	86	99	....	....	....	....	
Ellen	70	94	5	....	....	....	
Annie	89	99	....	....	1	....	
ary	85	97	....	2	....	....	
Ida	96	99	....	....	....	1	
Mary	65	90	3	....	....	2	
Kate	75	94	1	4	....	6	
lla.	83	99	....	....	....	....	
Ellen	71	85	14	....	....	....	
Augusta	....	2	97	....	....	....	
ge, Anna	86	96	3	....	1	....	
dt, Jessie	89	94	5	....	1	....	
oven, Louisa	77	75	24	....	....	....	

A 1.

NAMES.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS ELY.
Clara E.....	84	93	3	3	1	..	
Gertrude.....	..	45	..	44	..	..	Left, May 29, 1877.
Margaret J.....	83	99	..	..	..	..	
Elizabeth.....	..	58	1	4	..	..	Left, April 20, 1877.
Mary	..	95	3	..	..	..	Left, June 13, 1877.
Mary J.....	79	68	30	..	1	..	
Virginia M	..	28	61	..	..	..	
s, Laura P.....	70	24	75	..	..	..	
er, Ella L.....	..	..	3	..	..	..	Left, Feb. 13, 1877.
, Martha H ...	76	32	65	2	3	..	
Elizabeth	..	99	..	..	..	..	
Minnie B.....	62	92	7	..	..	..	
, Sarah.....	..	..	..	91	..	..	Left, June 18, 1877.
, Mary E.....	85	97	2	..	..	..	
, Marcella.....	82	96	3	..	..	..	
Anna.....	62	98	1	..	..	..	
ly, Elizabeth S.	..	99	..	..	..	..	Left, June 29, 1877.
n, Mabel F.....	70	94	..	5	..	..	
ft, Jennie.....	80	90	8	1	1	..	
ter, Hattie J....	..	99	..	..	..	..	
, Mary	70	..	..	..	..	..	
Addie F.....	78	98	1	..	..	..	
n, Lydia A.....	81	97	2	..	..	..	
Julia E.....	81	87	10	2	..	..	
, Anna M.....	70	87	10	2	..	..	
Annie M.....	76	97	2	..	2	..	
Sarah A.....	87	94	5	..	..	..	
Augusta.....	91	95	4	..	..	..	
Mary E.....	83	98	1	..	..	..	
ıton, Viola.....	..	..	..	20	..	..	Left, March 1, 1877.
lalvina.....	..	..	..	20	..	..	" "
Elizabeth M....	86	95	4	..	..	..	

A F.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Phelps.
7	Anderson, Kate M.	91	94	5	....	....	....	
7	Bassie, Adele	91	91	8	....	....	....	
22	Bliss, Mary H	85	91	8	....	....	....	
22	Bergamine, Teresa	85	99	..	....	....	....	
32	Brown, Josephine	78	92	7	....	....	....	
41	Briggs, Mary H	63	79	20	....	....	....	
17	Blauvelt, Addie M	88	89	10	....	1	....	
32	Charlton, Annie M	78	92	7	....	....	....	
12	Coffin Marietta	89	96	3	....	....	....	
34	Corwin, Fannie W	77	95	4	....	2	....	
27	Corbitt, Jessie C	83	94	5	....	3	....	
25	Demarest Lizzie C	84	91	8	....	....	....	
12	Eisig, Bella	89	97	2	....	....	....	
3	Foster, Kate M	93	76	23	....	....	....	
36	Gwynn, Mary E	75	71	28	....	....	....	
7	Glatz, Blanche A	91	97	2	....	....	....	
27	*Gilham, Clara J*	83	99	..	....	....	....	
27	Hamill, Elizabeth	83	90	9	....	2	2	
3	Heyman, Christina E	93	92	7	....	....	....	
3	Hopps, Jennie	93	98	1	....	1	....	
36	Hudson, Lizzie	75	89	13	....	....	....	
..	Jacoby, Sarah	..	57	..	....	....	....	Left April 24, 187—
12	Laird, Alicia	89	81	18	....	1	....	
12	London, Theresa	89	99	..	....	....	....	
18	Mathews, Katherine	87	91	8	....	....	....	
7	Massey, Laura	91	98	1	....	....	....	
3	McKeag, Mary E	93	96	..	....	1	....	
18	Murray Agnes J	87	99	..	....	....	....	
18	Patterson, Libbie	87	95	4	....	....	....	
..	Phelps, Nellie	..	19	..	....	....	....	Left Feb. 28, 1877.
18	Parisot, Mamie	87	91	8	....	....	....	
2	Rich, Carrie	94	90	9	....	....	....	
22	Rogers, Adelaide	85	92	7	....	....	....	
39	Schoonmaker, Libbie	72	93	6	....	....	....	
30	Schoonmaker, Eugenia	82	84	15	....	....	....	
31	Sherwood, Josie	80	93	6	....	1	....	
..	Swift, Annie	..	34	..	....	....	....	Left Feb. 23d, 1877
..	Swift, Katie	..	2	..	....	....	....	" March 29, "
25	Smith, Clara	84	96	3	....	....	....	
11	Tilton, Emma L	90	..	..	....	....	....	
1	Tobias, Eleanor	96	..	..	....	....	....	
34	Van Arsdale, Minnie	77	82	17	....	4	....	
39	Whitney, Annie A	72	96	3	....	2	....	
12	Williams, Carrie	89	97	2	....	2	....	
38	Westley, J. Nettie	74	84	15	....	....	....	

B F.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Constantini.
6	Adler, Frances	90	90	9	....	....	....	
26	Brainard, Hattie	78	87	10	2	....	....	
10	Baxter, Carrie	66	95	2	2	1	....	
13	Belzer, Ella	63	46	49	4	3	....	
8	Curran, Annie A	89	95	2	2	2	2	
31	Donar, Teresa	73	99	....	....	....	....	
14	Duncan, Margaret	59	97	2	....	....	1	
10	Flynn, Rebecca	87	98	1	....	....	....	
..	Fitzpatrick, Blanche	....	32	21	46	....	....	
11	Glynn, Maggie L	66	79	19	1	....	1	
11	Holmes, Grace	87	99	....	....	2	....	
22	Hughes, Annie	73	92	5	2	....	....	
..	Herzog, Millie	....	44	19	....	2	....	Left May 11, 1877.
9	Howard, Carrie A	84	98	1	....	....	....	
21	Kayton, Rachel	82	97	2	....	....	....	
22	Lorenze, Barbara	82	98	1	....	1	....	
5	Lloyd, Eglantine	91	99	....	....	....	....	
2	Latus, Katie	87	96	1	2	....	....	
17	McCusker, Annie J	78	95	4	....	....	....	
3	Mullan, Ella A	87	99	....	....	....	....	
4	Murray, Amelia S	80	92	7	....	....	4	
4	Murphy, Mary R	87	99	....	....	....	....	
7	McBarron, Anna	86	96	3	....	1	1	
12	McColgan, Margaret	66	98	1	....	....	3	
18	Monfort, Myra	78	98	1	....	....	....	
3	Nicholson, Mary E	92	99	....	....	....	....	
18	North, Laura	70	94	5	....	....	1	
15	Nugent, Nellie	72	62	36	1	1	....	
23	Newlin, Josephine	82	86	10	3	....	....	
7	Neuman, Mina	90	99	....	....	....	....	
19	O'Connell, Anna G	68	89	10	....	....	2	
4	Pennington, Emma	92	97	2	....	2	....	
13	Plunkett, Anna	73	92	3	4	....	....	
15	Ryan, Jennie	59	95	4	....	....	..	
..	Reid, Lillie	....	....	....	32	....	....	Left March 16, 1877
1	Robertson Jennie	95	89	10	....	....	....	
18	Ramsey, Josie	86	89	10	....	....	....	
16	Steer, Anna	72	46	43	10	1	1	
..	Smith, Emily	....	2	97	....	....	1	
10	Swanton, Ella	84	95	4	....	....	....	

B F.—(*Continued.*)

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused	No. Times Late Excused.	No. Times Late Unexcused.	Miss Constantini
15	Suling, Sophie M... ..	87	99	....	....	....	....	
34	Sutton, Ida.....	73	88	3	1	2	....	
25	Twomey, Margaret....	80	90	9	....	....	1	
29	Waters, Lizzie.....	78	98	....	....	....	1	
30	Weisel, Lenora.....	78	96	3	....	....	....	
16	Winterton, Jessie.....	87	97	2	....	2	....	
37	Westendorf. Lizzie.. ..	71	89	8	2	....	....	
2	Woodleaf, Bertha.....	94	96	3	....	2	....	
9	Wilbur, Mary.....	88	93	6	....	2	....	

C. F.

NAMES.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS CONANT.
man, Emma.....	77	97	2	....	....	...	
Ella.....	76	97	2	....	....	....	
, Margaret.....	80	85	14	....	....	....	
ınayer, Elizabeth	94	74	25	...	...	....	
:er, Annie.....	75	84	13	2	....	....	
le, Sophie.....	90	73	26	....	....	1	
anos, Leila.....	82	92	7	....	....	....	
anos, Tonita....	91	87	12	....	....	....	
r, Anna.....	82	99	....	....	....	....	
erlain, Alice...	82	83	16	....	....	1	
ı, Elizabeth.....	....	19	....	14	....	...	Left M'ch 24th, 1877.
Ella	82	98	1	....	....	...	
ion, Matilda.....	77	76	23	....	...	....	
, Margaret. ...	73	98	1	....	1	1	
ıne, Annie.....	74	81	14	4	....	....	
ın, Helen.....	77	66	23	10	1	....	
Sarah.....	78	96	3	....	1	7	
ı, Clara.....	75	88	9	2	....	....	
er, Minnie.....	....	39	....	1	....	....	Left M'ch 24th, 1877.
Matilda.....	77	77	21	1	..	....	
in, Mary.... ..	85	89	8	2	1	11	
n, Eleanor.....	76	97	2	....	....	....	
, Elizabeth.....	86	95	4	....	3	4	
ssy, Elizabeth...	76	85	13	1	....	6	
lge, Florence....	71	83	16	1	....	....	
inson, Kate.....	83	84	15	....	....	3	
Martha.....	82	94	5	...	....	....	
lly, Ella.....	82	88	11	....	....	....	
ım, Susie.	85	99	....	....	3	1	
lan, Mary.....	....	85	3	11	2	2	
, Jane..	77	96	3	....	....	....	
ıber, Carrie.....	89	78	21	....	....	1	
, Maude.....	80	98	1	....	1	....	
re, Estelle.....	79	79	19	1	....	....	
mick, Annie.....	71	93	6	....	1	1	
Annie.....	....	47	....	4	....	1	Left Ap'l 16th, 1877.
c, Marion.	73	99	....	....	....	1	
n, Mary.....	92	98	1	....	....	....	
ew, Mary.....	....	47	10	....	....	....	Left Ap'l 20th, 1877.

C. F.—(*Continued.*)

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Conant.
40	Patterson, Margaret...	66	86	11	2	....	2	
39	Purdy, Addie.....	67	90	8	1	....	....	
7	Smith, Martha.....	86	99	....	....	....	....	
20	Schuster, Minnie.....	80	99	....	....	....	....	
8	Steen, Martha.....	86	96	3	....	..	....	
	Turner, Elizabeth.....	....	15	80	4	....	....	
38	Tompkins, Susie.....	75	92	7	....	....	....	
	Valentine, Margaret...	....	21	77	....	....	....	

D. F.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McGregor.
4	Black, Minnie A	93	97	2	....	....	....	
4	Banks, Lizzie W	93	98	1	....	....	....	
29	Barton, Helen M	77	98	1	....	....	....	
10	Bosse, Mary	88	98	1	....	....	....	
29	Blackledge, Lizzie B	77	93	6	....	....	....	
40	Conklin, Ella B	54	90	9	....	....	....	
..	Cohen, Rosa	....	74	5	....	....	....	Left May 29, 1877.
20	Campbell, Lora E	82	98	1	....	....	....	
6	Carmick, Alice B.	92	84	15	....	....	....	
27	Corre, Annie S	79	97	2	....	....	....	
40	Cornell, Lizzie G	54	86	13	....	....	3	
32	Day, Emilie C	76	96	3	....	....	...	
23	Dolan, Aggie C	81	97	2	....	....	....	
37	Egbert, Anna B	65	75	24	....	....	....	
34	Ely, Kate	73	79	20	....	....	....	
12	Gregory, Lizzie C	86	95	4	....	....	....	
35	Graham, Emma L	72	96	3	....	....	....	
20	Gildersleeve, Florence J	82	99	....	....	....	....	
14	Goldenberg, Minnie	85	94	5	....	....	....	
22	Hadley, Libbie	81	91	8	....	....	....	
3	Hooper, Mary L	95	97	2	....	....	....	
..	Iglstrom, Adelaide	...	35	46	....	....	2	
2	Jacobs, Jeanette	96	9	8	....		....	
17	Krauss, Tillie	84	89	....	....		....	
20	Lewis, Belle F	80	87	12	....		....	
29	Lyon, Juliette	77	91	8	....		1	
9	Mattison, Addie R	89	92	7			....	
..	Peck, Mamie		26	15			....	
12	Provost, Lillian	86	88	11			...	
37	Palmer, Mary E	65	88	11		....	...	
28	Reid, Mary E	78	98	1		....	....	
17	Sundmacher, Minnie	84	95	4		....	....	
14	Strauss, Anna	85	9	8	....	....	....	
8	Sauer, Leila	90	96	3	....	....	....	
23	Seiler, Lizzie	81	92	7	....	....	..	
35	Steffin, Harriet L	72	92	7	....	....	....	
..	Smith, Maggie J	....	76	23	....	....	1	
32	Soulleyet, Kate L	76	99	....	....	....	....	
17	Stollmeyer, Ida	84	96	3	...	....	....	
22	French, Rosa A	81	93	6	....	....	....	
11	Torrey, Grace E	87	96	3	....	....	...	

D. F.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McGregor.
7	Thielman, Sophie E.....	91	98	1	....	....	....	
39	Wolf, Fannie.....	60	89	10	....	....	2	
14	Young, Anna.....	85	94	5	....	....	1	
1	Zimmerman, Bertha.....	97	99	....	....	....	....	

E. F.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Mitchell.
2	Ashfield, Addie	95	99	....	....	1	1	
6	Balmor, Jennie	90	98	1	....	....	....	
23	Bennett, Annie	79	99	....	....	....	....	
16	Berger, Annie	84	91	4	4	....	....	
6	Blauvelt, Marion	90	98	1	....	....	....	
23	Colquitt, Mildred	79	98	1	....	....	....	
29	Cooper, Adelaide	76	91	6	2	....	....	
33	Crowe, Maggie	72	92	4	3	....	....	
21	Crowell, Caroline M	82	94	1	4	....	....	
31	Develin, Mary E	74	98	....	1	....	....	
28	Earl, Ella C	77	94	3	2	....	....	
37	Feguan, Kate G	69	94	3	2	1	....	
22	Fielder, Abbie	80	94	5	....	....	....	
10	Ferguson, Minnie	88	98	1	....	....	....	
11	Hays, Ida A	87	99	....	....	1	....	
5	Harris, Lillian	92	83	15	1	1	....	
39	Hart, Lizzie	51	87	1	11	....	....	
3	Heggi, Rosalie	94	99	....	....	....	....	
19	Holly, Jennie	82	97	2	....	....	2	
19	Hough, Mary	82	99	....	....	....	....	
..	Hanner, Nesta	....	....	99	....	....	....	
16	Hughes, Agnes	84	81	10	8	....	2	
12	Lemon, Matilda	73	99	....	....	....	1	
3	Mack, Rosalie	79	8	1	....	....	....	
3	McCarty, Emma	79	98	1	....	....	....	
2	McCready, Henrietta	86	99	....	....	....	....	
1	McGreery, Emma	93	99	....	....	....	....	
1	Mason, Sarah	72	77	10	12	....	1	
	Munson, Anna	86	99	....	....	....	....	
	O'Brien, Ellen	70	94	5	....	....	....	
	Penney, Annie	89	99	....	....	1	....	
	Pratt, Mary	85	97	....	2	....	....	
	Raynor, Ida	96	99	....	....	....	1	
	Raycraft, Mary	65	96	3	....	....	2	
	Scallan, Kate	75	94	1	4	....	6	
	Signa, Ella	83	99	....	....	....	....	
	Steinert, Ellen	71	85	14	....	....	....	
	Striem, Augusta	....	2	97	....	....	....	
	Trowbridge, Anna	86	96	3	....	1	....	
	Van Zandt, Jessie	89	94	5	....	1	....	
	Vanderhoven, Louisa	77	75	24	....	....	....	

F. F.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Kenned
5	Bell, Emma A	92	99	0	0	3	0	
24	Clark, Eliz. A	81	77	22	0	0	0	
13	Cummins, Margaret	89	96	3	0	1	0	
22	Crocheron, Josephine	81	96	3	0	2	0	
..	Dawson, Rosanna	0	0	0	7	0	0	Left, Feb. 9th, 1
6	Freund, Jennie	92	96	3	0	1	0	" " "
19	Freudenstein, Ida	83	97	2	0	0	0	
26	Fisher, Pauline	79	99	0	0	0	0	
1	Foggin, Sarah U	95	99	0	0	0	0	
29	Geoghegan, Ella F	71	78	2	0	0	0	Left, Sept. 1st, 1
15	Goodale, Maud M	87	95	4	0	4	0	
11	Hart, Rachel	90	91	8	0	0	0	
6	Hume, Jessie F	92	84	15	0	1	0	
..	Hills, Elizabeth	0	0	0	7	0	0	Left, Feb. 9th, 1
27	Kerr, Margaret A	76	85	14	0	1	0	
16	Kennard, Grace E	87	98		0	2	0	
18	Kensing, Mary	83	99	0	0	0	0	
10	Kuh, Caroline	91	96	3	0	0	0	
22	Kennedy, Julia	81	85	14	0	0	0	
17	Luby, Catherine	85	69	30	0	2	0	
12	Lurch, Julia H	89	99	0	0	0	0	
32	McNamara, Mary M	66	97	2	0	4	0	
..	McEvily, M. S	0	0	0	0	0	0	
1	Morgan, Sarah F	95	97	2	0	0	0	
28	O'Kearney, Mary	74	66	33	0	0	0	
21	Power, Catherine A	82	98	1	0	0	0	
..	Robinson, M. C	0	0	0	0	0	0	
3	Rose, Isabella	93	97	2	0	1	0	
9	Smith, Louisa	91	9	8	0	1	0	
14	Sturtevant, Annie J	88	92	7	0	1	0	
25	Scouler, Mary L	80	97	2	0	0	0	
20	Silverman, Emily	82	94	5	0	0	0	
30	Toal, Lemmie C	70	5	48	0	0	0	
30	Trusty, Emily L	70	89	10	0	0	0	
3	Urban, Mary L	93	94	5	0	0	0	
33	Wright, Desideria E	66	97	2	0	0	0	
8	Wurzbach, Alberta A	91	94	5	0	0	0	
..	Walsh, M. S	0	0	0	0	0	0	

A 1.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Ely.
5	Betker, Clara E.....	84	93	3	3	1	..	
..	Baroun, Gertrude.....	..	45	..	44	..	..	Left, May 29, 1877.
6	Blair, Margaret J.....	83	99	..	..	..	..	
..	Brown, Elizabeth.....	..	58	1	4	..	..	Left, April 20, 1877.
..	Cooper, Mary	..	95	3	..	..	..	Left, June 13, 1877.
12	Cotton, Mary J.....	79	68	30	..	1	..	
..	Edney, Virginia M	..	28	61	..	..	..	
15	Edwards, Laura P.....	70	24	75	..	..	..	
..	Gallagher, Ella L.....	..	..	3	..	..	..	Left, Feb. 13, 1877.
13	Hughes, Martha H ...	76	32	65	2	3	..	
..	Keegan, Elizabeth	..	99	..	..	..	..	
18	Koster, Minnie B.....	62	92	7	..	..	..	
..	Limbert, Sarah.....	..	..	..	91	..	..	Left, June 18, 1877.
4	Murphy, Mary E.....	85	97	2	..	..	..	
8	Meehan, Marcella.....	82	96	3	..	..	..	
18	McCoy, Anna.....	62	98	1	..	..	..	
..	McCready, Elizabeth S.	..	99	..	..	..	..	Left, June 29, 1877.
15	Morrison, Mabel F.....	70	94	..	5	..	..	
11	Moorcroft, Jennie.....	80	90	8	1	1	..	
..	McAllister, Hattie J....	..	99	..	..	..	..	
17	McGinn, Mary	70	..	..	..	..	..	
13	Rankin, Addie F.....	78	98	1	..	..	..	
9	Robinson, Lydia A.....	81	97	2	..	..	..	
..	Samek, Julia E.....	81	87	10	2	..	..	
..	Stanton, Anna M.....	70	87	10	2	..	..	
13	Speers, Annie M.....	76	97	2	..	2	..	
2	Sloan, Sarah A.....	87	94	5	..	..	..	
1	Schulte, Augusta.....	91	95	4	..	..	..	
6	Towle, Mary E.....	83	98	1	..	..	..	
..	VanHouton, Viola.....	..	..	..	20	..	..	Left, March 1, 1877.
..	Wolf, Malvina.....	..	..	..	20	..	..	" "
3	Wright, Elizabeth M....	86	95	4	..	..	..	

B 1st.

Class Standing.	Names.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Ebecke.
4	Baldwin, Alfaretta	81	98	1	....	....	....	
3	Baldwin, Maggie	82	90	9	....	....	....	
5	Butler, Lizzie	81	84	15	....	....	2	
20	Butler, Mary	67	93	6	....	....	....	
10	Baltes, Josie	76	96	3	....	....	....	
25	Barrett, Ella	63	96	3	....	1	1	
1	Cavanagh, Katie	85	91	8	....	....	....	
...	Davis, Anna	....	90	..	....	....	....	
21	Davis, Flora	67	84	15	....	....	....	
26	Dolan, Mary	63	95	4	....	....	....	
13	Drew, Mary	74	92	7	....	....	....	
9	Dusenberry, Ella	77	97	2	....	....	....	
...	Fitzpatrick, Lizzie	....	10	4	85	....	....	
24	Gillespie, Wilhelmina	64	95	4	....	....	....	
7	Hayes, Hannah	79	98	1	....	....	....	
8	Hemmings, Laura	78	90	8	1	....	....	
15	Higgins, Letitia	74	96	2	1	....	....	
....	Kelly, Nellie	....	15	84	....	....	....	
18	Kearney, Maggie	68	88	11	....	....	....	
...	Lichtenstein, Rebecca	....	....	99	....	....	....	
...	Loftus, Maggie	....	....	99	....	....	....	
11	McGuire, Angelina	76	88	11	....	....	....	
19	Monks, Sarah	68	92	7	....	....	1	
...	McDonough, Mary	....	24	75	....	....	....	
22	McKittrick, Lizzie	67	84	14	1	....	1	
2	McGrane, Katie	84	92	7	....	....	1	
23	Neppert, Amelia	66	87	12	....	....	....	
14	Owens, Lizzie	74	98	1	....	....	....	
16	O'Neill, Mamie	70	97	2	....	1	....	
6	O'Connell, Julia	81	98	1	....	....	....	
12	Perley, Jennie	75	95	3	1	....	....	
...	Southwick, Mary	....	....	99	....	....	....	
17	Thatcher, Alice	69	85	13	1	....	....	
...	Videto, Evelyn	....	67	17	15	....	....	
...	Webb, Willie	....	44	8	....	....	....	Left, April 13,
...	Walsh, Nellie	....	36	16	42	....	....	
27	Wetherall, Ida	63	98	1	....	1	1	

C 1st.

Class Standing.	Name.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Mad. Bassie.
..	Adams, Augusta.....	....	45	4	....	1	....	
18	Amuel, Gertrude.....	60	79	20	.....	.....	1	
11	Brown, Mary.....	70	78	18	3	.....	....	
..	Cairns, Isabella.....	....	46	.....	.....	.....	.....	Left May 7, 1877.
..	Cregin, Sophia.....	....	49	2	.....	.....	....	
3	Costello, Mary.....	81	93	3	3	.....	1	
15	Connell, Lizzie.....	67	95	2	2	2	6	
14	Connolly, Maggie.....	67	85	6	8	1	5	
13	Douglass, Addie.....	68	89	....	10	....	1	
2	DeLau, Annie.....	82	92	7	....	1	....	
..	Fraser, Lucie.....	....	12	.....	.....	.....	...	Left Feb. 16, 1877.
9	Hughes, Henrietta.....	72	95	....	4	.....	....	
6	Hamilton, Lizzie.....	75	95	.....	4	.....	.....	
10	Holden, Mary.....	72	73	15	11	.....	..	
16	Hurley, Caroline.....	66	93	4	2	....	3	
1	Laird, Mary J	83	83	7	9	.....	....	
.	LeHurray, Allien.....	....	.....	99	.....	.....	.....	
2	Meredith Elizabeth....	69	79	1	19	.....	....	
4	McLaughlin, Maggie...	80	99	.....	.....	.....	....	
7	McGloin, Addie.....	74	84	13	2	.....	....	
.	Monfort, Abbie.....	....	73	12	.....	.....	.....	
.	Nichols, Helen.....	....	3	96	.....	.....	.....	
.	Nugent, Emily.....	....	30	2	10	.....	.....	Left April 9, 1877.
17	Robinson, Tillie.	64	75	20	4	4	....	
.	Roome, Ada	....	15	81	.....	.....	.....	
.	Scannell, Josie	....	42	3	.....	.....	.....	
9	Thomson, Phebe.....	57	90	7	2	.....	....	
8	Weir, May.....	72	79	8	7	.....	....	
5	Keilly, Annie.....	78	....	....	.....	.....	.....	

D 1st.

Class Standing.	NAMES.	Average Scholarship.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MLLE. DE WAHLL.
7	Brown, Fannie	71	81	8	9	0	1	
1	Brinkerhoff, Katie	82	95	2	1	0	1	
5	Curry, Esther	75	93	5	7	0	0	
	Curtis, Julia	0	0	0	80	0	0	Dis. June 1st, 18
	Curran, Mary L	0	0	0	80	0	0	Dis. " " "
	Devar, Jessie E	0	0	0	80	0	0	Dis. " " "
9	Davis, May	67	93	5	0	0	1	
	Hanson, Lillie	0	0	99	0	0	0	Dis. June 1st, 18
	Hock, Emily	0	93	4	2	0	0	
5	Henderson, Sarah	75	95	3	1	0	0	
8	Hirschfield, Amelia	68	92	4	3	0	0	
5	Johnson, Gertrude	75	95	3	1	0	0	
4	Jones, Mary	77	99	0	0	0	0	
10	Loveridge, Irene	57	81	17	1	0	0	
12	Lagodzinski, Selma	55	89	4	1	0	5	
6	Lisner, Rosa	72	94	4	1	0	0	
11	Moore, Jennie	56	91	5	2	0	1	
2	O Brien, Martha	80	98	0	1	0	0	
7	Peeler, Matilda	71	96	3	0	0	0	
	Power, Belinda	0	32	0	24	0	0	Left May 18th, 18
1	Richter, Clara	82	99	0	0	0	0	
5	Rosenstein, Rachel	75	97	1	1	0	0	
3	Slattery, Kate	79	78	4	17	0	0	
4	Slattery, Lizzie	77	93	6	0	0	0	
2	Voss, Annie	80	96	3	0	0	0	
	Quigg, Sadie	0	0	0	80	0	0	Dis. June 1st, 18

ADMISSIONS FROM PUBLIC SCHOOLS, SEPTEMBER 1, 1877.

No. of School.	NAME.	Per cent. Admission to the Normal College.	No. of School.	NAME.	Per cent. Admission to the Normal College.
69	Clock, Ella S.....	96	68	Ryerson, Lulu B.....	91
			17	Simmons, Lucy C.....	91
47	Kirby, Jane V.....	95	59	Sutton, Elizabeth A....	91
37	Merrington, Ruth.....	95	33	Watson, Josephine L...	91
28	Fegen, Mary J.....	94	59	Bernhein, Bertha.....	90
41	Williams, Carrie.....	94	49	Cushing, Eveline.....	90
			45	Donnelly, Jennie F.....	90
69	Burnton, Margaret A....	93	41	Finch, Carrie.....	90
47	Decker, Ida E.....	93	14	Hiscox, Minnie R.....	90
50	Frankenheimer, Laura..	93	45	Kuster, Louise.....	90
45	Gibson, Kittie L.....	93	20	Levene, Rosa.....	90
59	Moorcroft, Ellen.....	93	33	Monroe, Elizabeth.....	90
59	Mitchels, Sarah.....	93	47	Mather, Alice.....	90
53	Wick, Louisa.....	93	20	Troitzsch, Ella.....	90
			41	Vallesu, Lottie.....	90
14	Aub, Minnie.....	92			
59	Cramer, Johanna.....	92	4	Brown, Lizzie.....	89
20	Dennerlein, Pauline....	92	20	Billenstein, Agnes.....	89
47	Fridenberg, Pauline E..	92	33	Carlisle, Mary J.....	89
53	Grothwohl, Henrietta...	92	53	Cassidy, Isabella J.....	89
3	Keyes, Alice B.....	92	45	Coleman, Laura.....	89
47	Rogers, Minnie M.....	92	64	Delaney, Mamie.....	89
59	Sterne, Annie.....	92	45	Davis, Lillie A.....	89
45	Slater, Amelia O.....	92	47	Doane, Harriet L.....	89
47	Seymour, Katie S.....	92	33	Faber, Emily.....	89
45	Winter, Lily.....	92	28	Fegan, Elizabeth.....	89
			47	Hertz, Sophie.....	89
4	Austin, Ida.....	91	41	Hill, Mamie.....	89
69	Bendelau, Blanche A....	91	47	Ilgen, Elizabeth H.....	89
68	Beyea, Olivia C.....	91	14	Manion, Ella A.....	89
68	Dougall, Norma.....	91	37	Moore, Mary M.....	89
47	Dabzell, Annie A.....	91	59	McGunnigal, Emma J..	89
41	Furmal, Mary.....	91	47	McGrau, Jennie.....	89
68	Gould, Alice N.....	91	45	Nathan, Lillie.....	89
41	Groteclose, Hattie.....	91	68	Riblet, M. Alida.....	89
18	Iglestrom, Hortense....	91	18	Rossman, Selma.....	89
59	Jones, Luella B.....	91	3	Stahl, C. Emma.....	89
56	Jackson, Mary E.....	91	33	Titus, Allah..	89
20	Kelsch, Caroline.....	91	3	Wells, Mary A.....	89
59	Nathusius, Laura M....	91	47	Woodleaf, Florence.....	89
14	Purcell, Clara L.....	91			

No. of School.	NAME.	Per cent. Admission to the Normal College.	No. of School.	NAME.	Per cent. Admission to the Normal College.
14	Aaron, Sarah	88	*45	Murray, Catherine	87
68	Colby, Nellie S.	88	69	O'Brien, Ella B.	87
49	Choate, Stella E.	88	50	Parkhill, Martha E.	87
47	Carr, Susie E.	88	47	Robe, Minnie A.	87
59	Dannenberg, Cecilia	88	34	Searle, Irene L.	87
15	Gehrman, Fannie	88	45	Sperling, Augusta	87
41	Hauser, Mattie	88	41	Turnbull, Addie	87
59	Juch, Emma A.	88	66	Van Tassell, Fannie	87
47	Lawler, Mary J.	88	*41	Merritt, Fannie	87
2	Lynn, Lizzie	88			
47	Leerburger, Louisa	88	33	Benn, Isabella H.	86
20	Lotze, Emily	88	47	Broad, Emma G.	86
47	Law, Susie A.	88	47	Burdette, Alice	86
64	MacNamara, Katie F.	88	53	Carroll, Josephine	86
18	Meyer, Bertha	88	17	Cornish, Emelie J.	86
45	Myers, Hattie	88	45	Carrs, Mary C.	86
18	Rosenthal, Adele	88	17	Davis, Mary O.	86
18	Reed, Neva	88	68	Freeborn, Julia D.	86
59	Rosenberg, Frances	88	61	Flood, Mary A	86
48	Schweizer, Isabella	88	18	Hannelly, Minnie	86
33	Smith, Clarissa	88	34	Hellmuth, Emily M	86
50	Scannell, Jessie C.	88	45	Harris, Josie	86
37	Sanders, Clara A.	88	3	King, Nellie R.	86
47	Swift, Frances E.	88	15	Klanber, Delia	86
41	Tompkins, Daisy	88	59	May, Cornelia	86
45	Worstell, Fannie		3	Meridan, Mary L.	86
			45	Moeller, Anna	86
1	Brady, Joanna	87	41	McGloin, Mary.	86
47	Blake, Lucy	87	33	O'Farrell, Mary E.	86
14	Cheesman, Lida	87	45	Toplitz, Betty	86
47	Card, Sophia	87	10	Teutsch, Annie M.	86
48	Dacie, Marie L.	87	48	Webendorfer, M. L.	86
48	Ford, Mary T.	87	45	Wolffe, Louisa A.	86
20	Folkart, Phebe	87	47	Youle, Edith C.	86
56	Graham, Florence	87			
14	Heagerty, Maggie F.	87	65	Audoin, Jane	85
59	Heubsch, Leontine	87	69	Begg, Annie G.	85
45	Hiller, Gertrude	87	14	Burke, Maggie F.	85
10	Haverty, Lizzie	87	47	Bavorllot, Helen	85
59	Jacobi, Lily	87	47	Brett, Alice M	85
47	Kissam, Ella	87	48	Campbell, Julia A.	85
47	Lewis, Harriet S.	87	22	Clifford, Margery E.	85
48	Molina, Frances L.	87	17	Dinion, Harriet C.	85
68	McKenzie, Mamie	87	47	Douglass, Flora A.	85
56	McKibbin, Louise	87	47	Demarest, Elizabeth	85

* Colored.

No. of School.	NAME.	Per cent. Admission to the Normal College.	No. of School.	NAME.	Per cent. Admission to the Normal College.
18	Elkan, Fannie	85	64	Smith, Georgia C	84
45	Evans, Edwina L	85	59	Serrano, Mariquita	84
13	Grout, Eliza	85	47	Stone, Ida L	84
59	Hopkins, Frances	85	22	Schweitzer, Annie M	84
45	Lucas, Florence G	85	48	Van Cauterau, Pauline	84
4	Mulhauser, H	85	53	Werner, Caroline	84
2	McCarthy, Eleanor	85	50	Weiller, Marion	84
47	Neely, Mary J	85	3	Warren, Sarah S	84
3	Pollard, Stella G	85	41	Wehle, Clara	84
37	Parker, Euphemia M	85			
45	Ruth, Gretta	85	45	Buelshausen, Mary L	83
41	Rothschild, Ida	85	61	Carpenter, Ada E	83
34	Seaman, Belle	85	39	Christopher, Ella E	83
53	Wiener, Theresa	85	59	Dollinger, Clara	83
41	Washburne, Emma	85	47	Dolan, Henrietta L	83
			33	Gallagher, Rosa E	83
22	Aaron, Henrietta	84	3	Grant, Sarah	83
68	Boehn, Lena	84	56	Herrington, Jane	83
56	Brown, Carrie, M. D	84	33	Johnston, Margaret J	83
53	Cohen, Flora	84	59	Jones, Carrie W	83
59	Campbell, Marian	84	13	Kraft, Emily S	83
33	Craft, Mary E	84	37	Kelly, Ida A	83
47	Cantrell, Eliz S	84	59	Knight, Sophie	83
59	Duncan, Lavinia M	84	18	Keefe, Annie	83
34	Dunn, Fanny	84	56	Lawson, Jenny C	83
3	Espe, Emma L	84	23	Murphy, Julia	83
17	Fletcher, Helen S	84	69	Martin, Lizzie M	83
47	Highet, M. Adele	84	53	Murray, Catharine F	83
47	Hitchcock, Jennie	84	25	Meyer, Ida	83
4	Ivans, Viola	84	2	Marshall, Tennie E	83
59	Jenkins, Martha	84	49	Meyer, Amelia	83
53	Kenny, Ella F	84	42	Nieman, Sarah	83
59	Kohner, Sophie	84	48	Peters, Caroline M	83
47	Kramer, Kate J	84	41	Peterson, Harriet	83
56	Leman, Adelaide	84	37	Robb, Maggie J	83
1	McClean, Alice	84	25	Rullman, Amelia	83
65	McLellan, Isabelle	84	50	Schawel, Sarah M	83
45	Matson, Clara	84	22	Smith, Mary T	83
68	Pratt, Emma L	84	22	Schade, Anna E	83
60	Peters, Adele	84	47	Tibbits, Etta J	83
61	Rottger, Elizabeth	84	53	Weis, Kate R	83
45	Rothschild, Hannah	84	56	Whitley, Josephine	83
Col. 3	Reynolds, Fannie A	84	33	Watkins, Ida A	83
28	Stafford, Mary J	84			
53	Smith, Hannah	84			

No. of School.	NAME.	Per cent. Admission to the Normal College.
59	Adams, Anna W.	82
4	Brown, Laura	82
17	Brown, Charlotte	82
41	Cavart, Maria L.	82
49	Cohn, Lillie	82
47	Eppinger, Rachel	82
60	Finnegan, Annie	82
4	Hanson, Hattie	82
38	Holmes, Carrie	82
50	Higgs, Annie W.	82
47	Hayden, Mary E.	82
41	Hartfield, Rachel	82
46	Jay, Nellie	82
56	Koezly, Matilda	82
9	King, Agnes J.	82
48	Middleton, Sarah E.	82
46	Mullen, Lizzie	82
68	Morrison, Louise	82
45	Obendorfer, Celia	82
37	Paterson, Alice E	82
28	Pettit, Sarah F.	82
47	Prochownick, Leonine	82
59	Rosenstein, Rosa	82
48	Singhi, Hattie B.	82
33	Strouach, Annie J	82
33	Strouach, Elizabeth B.	82
49	Spear, Aliee	82
64	Tait, Maggie R.	82
49	Tuttle, Emma L	82
17	Wygant, Theodosea	82
14	Allen, Lottie	81
37	Amnerman, Frances L.	81
23	Addi, Nellie T.	81
14	Bach, Minnie	81
56	Blauvelt, Annie	81
14	Burke, Mary	81
34	Brennan, Emily M.	81
64	Coons, Ella	81
65	Clark, Susie E.	81
14	Coles, Minnie	81
60	Chegwidden, Lizzie	81
41	Clay, Nellie H.	81
18	Contoit, Grace	81
59	Friedman, Caroline	81
47	Gutman, Amelia	81
53	Horgan, Mary L.	81
50	Holme, Jennie	81
65	Haydock, Mary P.	81
45	Jacobs, Clara	81
15	de Jonge, Emma	81
48	Keegan, Elizabeth	81
14	Kean, Maggie	81
22	Kaiser, Hannah	81
53	Lowenstein, Julia S.	81
59	Loeb, Alida	81
4	Meyer, Cecilia	81
46	Murray, Ellen A.	81
3	McCall, Mattie E.	81
45	McWilliams, Sarah	81
47	Moorhead, May M.	81
65	Norton, Cordelia S.	81
37	Nulle, Ida	81
37	Osborne, Lucy R.	81
17	Odell, Angie	81
47	Payne, Alice B.	81
47	Roe, Annie E.	81
69	Schreyer, Lulu A	81
53	Sigel, Mary A	81
59	Scanlon, Mary E.	81
68	Silber, Emma A.	81
45	Strasburger, Eugenie	81
19	Shaughnessy, Ellen	81
68	Tyler, Annie M.	81
69	Woodward, Annie C.	81
38	Wilbur, Annie	81
53	Young, Kate F	81
13	Zacharias, Adelia	81
3	Voorhees, C.	81
37	Baum, Gertrude	80
14	Bloom, Fannie	80
46	Brangan, Margaret F.	80
14	Bennett, Isabella	80
49	Blogg, Matilda	80
49	Bruckman, Matilda H.	80
15	Burt, Grace	80
3	Carry, Mamie L.	80
66	Clinchy, Jennie	80
20	Cowan, Ida A.	80
41	Carey, Sadie	80

No. of School.	NAME.	Per cent. Admission to the Normal College.	No. of School.	NAME.	Per cent. Admission to the Normal College.
41	Duhme, Amelia	80	39	Hauston, Minnie A.	79
37	Friedenheit, Sophia M.	80	47	Hedden, Laura T.	79
25	Felsinger, Lena	80	47	Hanford, Ella L.	79
3	Higgins, Ada R.	80	66	Kane, Mary A.	79
15	Hogg, Ada	80	21	Keresy, Kate	79
45	Levy, Belle	80	46	McDonald, Hannah	79
47	Lyman, Harriet E.	80	59	Mayer, Sarah	79
53	Murdock, Viola F.	80	47	Meyer, Rosalie J.	79
14	Martin, Carrie	80	37	Malone, Rose V.	79
1	Macheimer, Amelia	80	48	O'Connor, Clara T.	79
59	Mason, Margaret E.	80	47	O'Neill, Jennie S.	79
37	Mayer, Pauline	80	50	Peck, Annie G	79
25	Maccabe, Helena	80	17	Patterson, Mary M. C.	79
31	Nafis, Agnis S.	80	59	Ray, Adelaide	79
17	Parsons, Daisy N.	80	47	Roy, Annie L.	79
9	Porter, Edith E.	80	38	Spillane, Mary	79
5	Palm, Martha	80	48	Sackett, Annie B.	79
5	Pokorney, Pauline	80	12	Smith, Phebe	79
3	Rodenbach, Elizabeth M	80	17	Savage, Stella	79
7	Rodney, Minnie	80	50	Sergeant, Emma M.	79
7	Recio, Lucretio	80	47	Sutton, Ada L.	79
9	Strub, Anna A	80			
8	Snow, Jessie L.	80	69	Albro, Emma M	78
5	Sealey, Helen A.	80	48	Adams, Annabel	78
9	Samuels, Cecelia	80	47	Alexander, Cecelia	78
0	Stonehill, Martha	80	22	Bennett, Fannie	78
9	Schwab, Emma	80	23	Crocco, Annie	78
7	Stewart, Elizabeth N.	80	12	Collins, Hannah	78
5	Shaw, Fannie	80	30	Collins, Mary A.	78
3	Van Buskirk, Grace	80	38	Dillon, Maggie	78
8	Weir, Adele C.	80	64	Donshea, Effie	78
58	Whitelaw, Jennie M.	80	1	Gilmartin, Louisa	78
			33	Geary, Isabella	78
37	Aylward, Margaret A.	79	68	Haw, Minnie E.	78
49	Apolant, Frances	79	10	Hughes, Mary C.	78
65	Audoin, Florence	79	3	Haff, Agnes B	78
22	Bennett, Mary E	79	47	Jaffe, Leonora E.	78
14	Cromwell, Ada M.	79	56	Leaycraft, Augusta	78
28	Cook, Susan	79	44	Moore, Eleanor	78
28	Craig, Hope M.	79	25	Mallach, Matilda	78
47	Cheeney, Lizzie E.	79	21	Nuffer, Kate	78
50	Davega, Endora E.	79	69	O'Donnell, Carrie M.	78
44	Glennon, Maggie A.	79	39	Patterson, Agnes	78
47	Garland, Lena A.	79	53	Smith, Mary	78
48	Hume, Mary E.	79	33	Skidmore, Mary E.	78

No. of School.	NAME.	Per cent. Admission to the Normal College.
2	Stenback, Ida C.	78
66	Tierney, Lizzie M.	78
4	Wright, Esther	78
3	Westbrook, Ida D.	78
47	Wygant, Grace P.	78
58	Breitenberger, Jos. A.	77
50	Buckley, Sarah E.	77
14	Berrian, Stella E.	77
37	Bunner, Jessie	77
22	Beyer, Mary J.	77
15	Baerlein, Bella	77
60	Caughlin, Ellinor	77
59	Calhoun, Clara L.	77
42	Cahen, Lizzie	77
39	Chambers, Irene	77
47	Crossley, Adah L.	77
18	Davidson, Bella	77
17	Dowling, Frances A.	77
15	Duncan, Annie	77
48	Flemming, Mary	77
34	Gardner, Fannie	77
17	Goetschius, Jessie B.	77
37	Howlett, Ella L.	77
62	Hilliker, Harriet E.	77
10	Hellman, Rachel	77
18	Hagan, Kate	77
18	Konigsburg, Ella	77
47	Kinnear, Elizabeth	77
30	Lynch, Annie E.	77
48	McCullum, Mary C.	77
65	Merrill, Jessie A.	77
2	Marshall, Josephine	77
9	Menge, Annie W.	77
41	Niver, Jessie	77
53	Oppenheim, Priscilla	77
4	Osborne, Lucine	77
47	Pratt, Eugenia C.	77
48	Rae, M. Louise	77
53	Reilly, Elizabeth A.	77
68	Riblet, M. Alida	77
56	Riley, Mary E.	77
17	Ryno, Elizabeth	77
9	Reynolds, Marietta	77
69	Sternberger, Jessie	77

No. of School.	NAME.	Per cent. Admission to the Normal College.
17	Simonsfeld, Amelia	77
25	Sommer, Johana	77
45	Stansbury, Julia V.	77
17	Unkenholz.	77
47	Waitzfelder, Sarah	77
14	Bach, Bertha	76
59	Bernstein, Rosa	76
15	Bliss, Lizzie	76
47	Barrett, Agnes E.	76
18	Beckwith, Addie	76
1	Dunphy, Anna M.	76
10	Doyle, Maria L.	76
49	Fitzpatrick, Mary C.	76
33	Gilfeather, Mary H.	76
37	Grant, Isabella C.	76
50	Jennings, Alice	76
59	Kent, Mary E.	76
49	Litterer, Dora E.	76
61	Marvin, Emma E.	76
2	O'Neil, Norah T.	76
47	Slugh, Mary	76
56	Rintoul, Josephine F.	76
3 Col.	Rock, Cora L.	76
47	Rush, Annie L.	76
48	Stinson, Charlotte A.	76
17	Strong, Mamie	76
30	Shannon, Pauline A.	76
4	Trier, Minnie	76
58	Tuska, Henrietta	76
14	Thomas, Annie W.	76
60	White, Grace	76
64	Webb, Allie J	76
3	White, Agnes	76
37	Wertheim, Bertha	76
18	Bache, Gussie	75
44	Cochran, Katie E.	75
56	Cochrane, Letitia	75
48	Devenny, Rose H.	75
4	Darry, Helen	75
17	Dolan, Nellie L.	75
19	Donohue, Sarah	75
48	Freeman, Mary M.	75
17	Fisher, Matilda	75

	NAMES.	Per Cent. Admission to the Normal College.	No. of School.	NAMES.	Per cent. Admission to the Normal College.
8	Guy, Lizzie G.....	75	48	Utley, Nettie M.	74
1	Hall, Beatrice.....	75	60	Wright, Ella.....	74
7	Hopping, Esther B.....	75	17	Woolley, Minnie.....	74
7	Halladay, Louise S.....	75	*3	Edwards, Julia.	74
4	Hart. Alice.....	75			
2	Japha, Ida.....	75	4	Brown, Amelia.....	73
8	Kennelly, Libbie.....	75	15	Bender, Katie.....	73
0	Kelly, Annie J.....	75	69	Corey, Maggie J.....	73
7	Lantry, Mary E.....	75	59	Cotterell, Lizzie.....	73
2	Levy, Annie.....	75	17	Carpenter, Annie L.....	73
8	Meyers, Harriet.....	75	21	Carroll, Elizabeth	73
9	Rosenburg, Rosa.....	75	27	Gleason, Ellen A.....	73
1	Saike, Carrie.....	75	17	Hughes, Katherine	73
8	Schwartz, Ella.....	75	3	Hernon, Mary T.....	73
2	Sommer, Bertha	75	15	Hoagland, Ida.....	73
9	Veit, Amy.....	75	1	Kearney, Mary E.	37
4	Holzwasser, Eva.....	75	49	Kayton, Bella.....	73
			2	Leirne, Emily.....	73
4	Berghold, Eliza.....	74	13	Merikle, Cora E.....	73
9	Barry, Ella.....	74	38	McCulla, Nellie.....	73
0	Connelly, Susan V.....	74	47	Pierce, Nina L.....	73
8	Carroll, Emma.....	74	28	Roxbury, Sarah E	73
7	Davis, Alice V.....	74	1	Shea, Mary.....	73
1	Duffy, Bridget.....	74	41	Staney, Carrie.....	73
8	Foley, Ellen L.....	74	49	Sullivan, Margaret F....	73
3	Fox, Ida.....	74	25	Saul, Laura.....	73
3	Ferris, Louisa A.....	74	2	Thompson, Ida F..... ...	73
5	Horre, Elsie.....	74			
5	Joyce, Mary J.....	74	69	Adie, Annie E.....	72
9	Lauferty, Emma.....	64	3	Andrews, Kate L.	72
3	McLelland, Sadie	74	24	Baum, Lena.....	72
3	Megson, Isabel.....	74	22	Baugerter, Emma M.....	72
1	Mahoney, Mary.....	74	33	Black, Esther.....	72
0	McGuckin, Minnie A	74	13	Cruise, Christiana.....	72
9	McGrath, Annie M.....	74	23	Clifford, Margaret..... ..	72
5	Meade, Frances.....	74	17	Crane, Jessie F.....	72
1	Mahr, Louisa.....	74	30	Divire, Delia.....	72
9	Oppenheimer, Sarah.....	74	36	Hessburg, Mary G..... ..	72
0	O'Brien, Susan W.....	74	59	Holzinger, Isabel.	72
5	Reed, Evelyn.....	74	18	Hermann, Henrietta.....	72
'	Ryan, Mary P	74	25	Hickey, Katie..... ..	72
0	Rosenberg, Ida.....	74	1	Kehoe, Winifred.....	72
0	Scheffer, Josephine B....	74	13	Lindeman, Dora A.....	72
'	Sager, Mary E.....	74	36	Linden, Mary V.....	72
2	Schorkmeier, Annie.....	74	50	McKiernan, Teresa.....	72
2	Tute, Kate A.....	74			

No. of School.	NAME.	Per cent. Admission to the Normal College.	No. of School.	NAME.	Per cent. Admission to the Normal College.
30	Monahan, Harriet L.	72	17	Campbell, Mary J.	70
3	Merrill, Robin F.	72	48	Denholm, Elizabeth.	70
25	Murphy, Eleanor.	72	39	Dunne, Alice J.	70
25	Neuman, Annie.	72	21	Decker, Amanda.	70
10	Neiger, Emily C.	72	17	Fitzgerald, Eva.	70
47	Payne, Lydia M.	72	10	Gahen, Katie.	70
36	Rosenweig, Katie.	72	37	Gordon, Lizzie.	70
17	Reston, Susie M.	72	18	Groshon, Maggie.	70
2	Rosenthal, Betsy.	72	44	Garrett, Maggie.	70
15	Thomas, Ella.	72	69	Hassell, Jessie.	70
15	Welch, Mary.	72	17	Haggerty, Katie A.	70
			9	Humphry, Fannie A.	70
41	Anderson, Ella.	71	9	Hussey, Mary E.	70
19	Birnbaum, Laura.	71	9	Hoppert, Emma J.	70
44	Clark, Cecelia, N. G.	71	3	Halloway, Ella J.	70
45	Chirong, Emma A.	71	47	Healy, Edith.	70
13	Euring, Ottilie.	71	49	Heineman, Eugene F.	70
13	Earle, Esther M.	71	19	Heller, Bertha.	70
68	Ewing, Lottie A.	71	39	Jacobs, Julia A.	70
14	Fox, Lizzie C.	71	10	Jacoby, Emily.	70
44	Gutgsell, Josephine.	71	13	Keim, Augusta.	70
44	Gray, Maggie E. F.	71	44	Kelly, Ellen T.	70
56	Hamje, Elizabeth A.	71	39	Kirby, Mary S.	70
34	Hesse, Lizzie.	71	17	Lyall, Josephine M.	70
25	Herr, Hattie.	71	39	Lauterbach, Dora.	70
10	Jordan, Katie A.	71	15	Loenstein, Rachel.	70
3	Loughlan, Kate D.	71	69	Masterson, Ella.	70
34	Miles, Carrie A.	71	24	McGowan, Mary.	70
62	Martin, Sarah.	71	44	Murphy, Clara F.	70
1	Martin, Margaret.	71	44	Manges, Carrie.	70
47	Murphy, Jennie.	71	12	McGill, Hannah.	70
47	McQuestion, Helen C.	71	50	Millen, Florence M.	70
21	Paynter, Ida.	71	39	Martin, Emily H.	70
27	Reilly, Mary J. E.	71	3	McCarthy, Jennie.	70
27	Robinson, Hannah M.	71	49	McEvoy, Annie E.	70
17	Quigg, Frances S.	71	42	Magner, Isabelle.	70
65	Squires, Carrie.	71	44	Manges, Frances.	70
47	Steurer, Henrietta.	71	48	Neagle, Katie.	70
3	Titus, Stanly Etta.	71	2	Nesbitt, Mary.	70
66	Valentine, Ruth.	71	34	Nicholai, Sophia.	70
50	Winant, Martha.	71	25	Phillips, Miriam.	70
			8	Rumill, Ada C.	70
66	Ackerman, Louise.	70	17	Rottger, Henrietta J.	70
42	Abrahams, Cecelia.	70	19	Quirk, Catharine.	70
34	Brown, Belle.	70	79	Smith, Louisa A.	70
42	Butler, Ellie.	70	17	Samter, Carrie.	70
13	Colp, Rosa.	70	17	Shepard, Allie S.	70

No. of School.	NAMES.	Per cent. Admissions to the Normal College.	No. of School.	NAMES.	Per cent. Admissions to the Normal College.
15	Sullivan, Nellie	70	18	Westheimer, Juliette	70
Col. 3	Tobias, Clara S	70	47	Waters, Lizzie	70
3	Vondersmith, Estelle	70	22	Zender, Kate D	70
38	Whitley, Minnie	70	42	Stamper, Mary M	70
27	Weyand, Minnie K	70	30	West, Jessie W	70
2	Weed, Leila F	70			

No. of School.	NAME.	Per cent. Admission to the Normal College.	No. of School.	NAME.	Per cent. Admission to the Normal College.
30	Monahan, Harriet L.	72	17	Campbell, Mary J.	70
3	Merrill, Robin F.	72	48	Denholm, Elizabeth	70
25	Murphy, Eleanor	72	39	Dunne, Alice J	70
25	Neuman, Annie	72	21	Decker, Amanda	70
10	Neiger, Emily C	72	17	Fitzgerald, Eva	70
47	Payne, Lydia M	72	10	Gahen, Katie	70
36	Rosenweig, Katie	72	37	Gordon, Lizzie	70
17	Reston, Susie M	72	18	Groshon, Maggie	70
2	Rosenthal, Betsy	72	44	Garrett, Maggie	70
15	Thomas, Ella	72	69	Hassell, Jessie	70
15	Welch, Mary	72	17	Haggerty, Katie A	70
			9	Humphry, Fannie A	70
41	Anderson, Ella	71	9	Hussey, Mary E	70
19	Birnbaum, Laura	71	9	Hoppert, Emma J	70
44	Clark, Cecelia, N. G.	71	3	Halloway, Ella J	70
45	Chirong, Emma A	71	47	Healy, Edith	70
13	Euring, Ottilie	71	49	Heineman, Eugene F	70
13	Earle, Esth- M	71	19	Heller, Bertha	70
68	Ewing, Lottie A	71	39	Jacobs, Julia A	70
14	Fox, Lizzie C	71	10	Jacoby, Emily	70
44	Gutgsell Josephine	71	13	Keim, Augusta	70
44	Gray, Maggie E F	71	44	Kelly, Ellen T	70
56	Hamje, Elizabeth A	71	39	Kirby, Mary S	70
34	Hesse, Lizzi	71	17	Lyall, Josephine M	70
25	Herr, Hattie	71	39	Lauerbach, Dora	70
10	Jordan, Katie A	71	15	Loenstein, Rachel	70
3	Loughlan, Kate D	71	69	Masterson, Ella	70
34	Miles, Carrie A	71	24	McGowan, Mary	70
62	Martin, Sarah	71	44	Murphy, Clara F	70
1	Martin, Margaret	71	44	Manges, Carrie	70
47	Murphy, Jennie	71	12	McGill, Hannah	70
47	McQuestion, Helen C	71	50	Millen, Florence M	70
21	Paynter, Ida	71	39	Martin, Emily H	70
27	Reilly, Mary J. E.	71	3	McCarthy Jennie	70
27	Robinson, Hannah M	71	49	McEvoy, Annie E	70
17	Quigg, Frances S	71	42	Magner, Isabelle	70
65	Squires, Carrie	71	44	Manges, Frances	70
47	Steurer, Henrietta	71	48	Neagle, Katie	70
3	Titus, Stanly Etta	71	2	Nesbitt, Mary	70
66	Valentine, Ruth	71	34	Nicholai, Sophia	70
50	Winant, Martha	71	25	Phillips, Miriam	70
			8	Rumrill, Ada C	70
66	Ackermann, Louise	70	17	Rottger, Henrietta J	70
42	Abrahams, Cecelia	70	19	Quirk, Catharine	70
34	Brown, Belle	70	59	Smith, Louisa A	70
42	Butler, Ellie	70	17	Samter, Carrie	70
13	Colp, Rosa	70	17	Shepard, Allie S	70

No. of School.	NAMES.	Per cent. Admissions to the Norman College	No. of School.	NAMES.	P.r cent. Admissions to the Normal Colli ge.
15	Sullivan, Nellie.....	70	18	Westheimer, Juliette...	70
Col. 3	Tobias, Clara S.....	70	47	Waters, Lizzie.....	70
3	Vondersmi h, Estelle.....	70	22	Zender, Kate D.....	70
38	Whitley, Minnie.....	70	42	Stamper, Mary M.....	70
27	Weyand, Minnie K.....	70	30	West, Jessie W.....	70
2	Weed, Leila F.....	70			

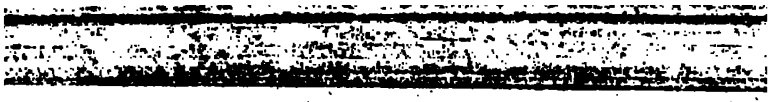
No. of School.	NAME.	Per cent. Admission to the Normal College.	No. of School.	NAME.	Per cent. Admission to the Normal College.
30	Monahan, Harriet L.	72	17	Campbell, Mary J.	70
3	Merrill, Robin F.	72	48	Denholm, Elizabeth.	70
25	Murphy, Eleanor.	72	39	Dunne, Alice J.	70
25	Neuman, Annie.	72	21	Decker, Amanda.	70
10	Neiger, Emily C.	72	17	Fitzgerald, Eva.	70
47	Payne, Lydia M.	72	10	Gahen, Katie.	70
36	Rosenweig, Katie.	72	37	Gordon, Lizzie.	70
17	Reston, Susie M.	72	18	Groshon, Maggie.	70
2	Rosenthal, Betsy.	72	44	Garrett, Maggie.	70
15	Thomas, Ella.	72	69	Hassell, Jessie.	70
15	Welch, Mary.	72	17	Haggerty, Katie A.	70
			9	Humphry, Fannie A.	70
41	Anderson, Ella.	71	9	Hussey, Mary E.	70
19	Birnbaum, Laura.	71	9	Hoppert, Emma J.	70
44	Clark, Cecelia, N. G.	71	3	Halloway, Ella J.	70
45	Chirong, Emma A.	71	47	Healy, Edith.	70
13	Euring, Ottilie.	71	49	Heineman, Eugene F.	70
13	Earle, Esth-r M.	71	19	Heller, Bertha.	70
68	Ewing, Lottie A.	71	39	Jacobs, Julia A.	70
14	Fox, Lizzie C.	71	10	Jacoby, Emily.	70
44	Gutgsell, Josephine.	71	13	Keim, Augusta.	70
44	Gray, Maggie E. F.	71	44	Kelly, Ellen T.	70
56	Hamje, Elizabeth A.	71	39	Kirby, Mary S.	70
34	Hesse, Lizzie.	71	17	Lyall, Josephine M.	70
25	Herr, Hattie.	71	39	Lauterbach, Dora.	70
10	Jordan, Katie A.	71	15	Loenstein, Rachel.	70
3	Loughlan, Kate D.	71	69	Masterson, Ella.	70
34	Miles, Carrie A.	71	24	McGowan, Mary.	70
62	Martin, Sarah.	71	44	Murphy, Clara F.	70
1	Martin, Margaret.	71	44	Manges, Carrie.	70
47	Murphy, Jennie.	71	12	McGill, Hannah.	70
47	McQuestion, Helen C.	71	50	Millen, Florence M.	70
21	Paynter, Ida.	71	39	Martin, Emily H.	70
27	Reilly, Mary J. E.	71	3	McCarthy Jennie.	70
27	Robinson, Hannah M.	71	49	McEvoy, Annie E.	70
17	Quigg, Frances S.	71	42	Magner, Isabelle.	70
65	Squires, Carrie.	71	44	Manges, Frances.	70
47	Steurer, Henrietta.	71	48	Neagle, Katie.	70
3	Titus, Stanly Etta.	71	2	Nesbitt, Mary.	70
66	Valentine, Ruth.	71	34	Nicholai, Sophia.	70
50	Winant, Martha.	71	25	Phillips, Miriam.	70
			8	Rumill, Ada C.	70
66	Ackerman, Louise.	70	17	Rottger, Henrietta J.	70
42	Abrahams, Cecelia.	70	19	Quirk, Catharine.	70
34	Brown, Belle.	70	59	Smith, Louisa A.	70
42	Butler, Ellie.	70	17	Samter, Carrie.	70
13	Colp, Rosa.	70	17	Shepard, Allie S.	70

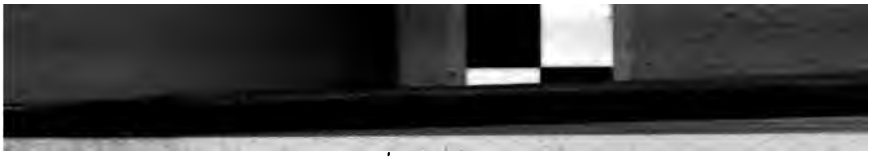
No. of School.	NAMES.	Per cent. Admissions to the Norman College.	No. of School.	NAMES.	Per cent. Admissions to the Normal College.
15	Sullivan, Nellie.....	70	18	Westheimer, Juliette...	70
Col. 3	Tobias, Clara S.....	70	47	Waters, Lizzie.....	70
3	Vondersmith, Estelle.....	70	22	Zender, Kate D.....	70
38	Whitley, Minnie.....	70	42	Stamper, Mary M.....	70
27	Weyand, Minnie K.....	70	30	West, Jessie W.....	70
2	Weed, Leila F.....	70			

THE FOLLOWING ADMISSIONS WERE KEPT ON REGISTER UNTIL SEPTEMBER 30th, AND THEN DISCHARGED FOR NON-ATTENDANCE.

No. of School.	NAME.	Per cent. at Examination.	No. of School.	NAME.	Per cent. at Examination.
59	Adams, Annie M	82	41	Furnall, Mary	91
65	Audoin, Jane M	85	37	Fredenheit, Sophie W	80
14	Aaron, Sarah	88	25	Felsinger, Lena	80
49	Apolant, Frances D	79	48	Ford, Mary T	87
65	Anderson, Florence	79	33	Fox, Ida	74
			59	Freedman, Caroline	81
15	Baerlein, Bella	77			
15	Burt, Grace	80			
15	Bender, Kat	73	44	Glennon, Maggie A	79
47	Blake, Lucy	87	33	Gallagher, Rose E	83
22	Bayer, Mary J	77	33	Gilfeather, Mary H	76
22	Bangerter, Emma M	72	10	Gahen, Kate	70
49	Bruckman, Matilda	80	44	Gray, Maggie E. F	71
14	Bennett, Isabella	80	56	Graham, Florence	87
50	Buckley, Sarah E	77			
47	Bavoillot, Helen	85			
59	Bernheim, Bertha	90	47	Healy, Edith	70
			47	Hanford, Ella L	79
47	Carr, Susie E	88	41	Hauser, Mattie	88
33	Craft, Mary E	84	19	Heller, Bertha	70
45	Coleman, Laura	89	34	Hart, Alice	75
53	Carroll, Josephine	86	14	Haegerty, Maggie F	87
65	Clark, Susie E	81	4	Hanson, Hattie	82
3	Carey, Mamie L	80	56	Herrington, Jane	83
47	Cheeney, Lizzie E	79	50	Holmes, Jennie	81
45	Carr, Mary C	86	56	Hamje Eliza A	71
41	Carey, Sadie	80	10	Hughes, Mary C	78
			59	Hopkins, Frances	85
48	Devenny, Rose H	75	59	Heubsch, Leontine	87
64	Donshea, Effie	78	3	Halloway, Ella	70
45	Davis, Lillie A	89	3	Higgins, Ada R	80
21	Duffy, Bridget	74	45	Harris, Josie	86

No. of School.	NAME.	Per cent. at Examination.	No. of School.	NAME.	Per cent. at Examination.
15	de Jonge, Emma	81	65	Squires, Carrie	71
33	Johnston, Margaret J	83	33	Skidmore, Mary	78
59	Juch, Emma A	88	17	Savage, Stella	79
47	Jaffe, Leonora E	78	17	Strong, Mamie B	76
			59	Schwab, Emma	80
22	Kaiser, Hannah	81	47	Steurer, Henrietta	71
13	Kratt, Emily S	83	42	Schottmeier, Anna	74
			2	Steuback, Ida C	78
13	Linderman, Dora	72	53	Sigel, Mary A	81
2	Lynn, Lizzie	88	48	Sackett, Annie B	78
47	Lewis, Harriet S	87	48	Singhi, Hattie B	82
			65	Sealey, Helen A	80
33	Monroe, Elizabeth	90	45	Slater, Amelia O	92
59	Michaels, Sarah	93	41	Stavey, Carrie	73
47	Murphy, Jennie	71	25	Saul, Laura	73
18	Meyer, Bertha	88			
39	Martin, Emily H				
3	Merrill, Robin F	72	64	Tait, Maggie R	82
45	Meyers, Hattie	75	14	Thomas, Annie W	76
69	Masterson, Ella	70	10	Teutsch, Annie M	86
13	Merikle, Cora E	73			
24	McGowan, Mary	70			
34	Miles, Carrie A	71	17	Unkenholz	77
53	Murray, Cath. F	87			
48	McCullum, Mary C	77			
50	McKiernan, Teresa V	72	3	Vondersmith, Estelle	70
68	Morrison, Louisa	82	66	Valentine, Ruth	71
47	McQuestion, Helen	71	41	Valleau, Lottie	90
49	McGrath, Annie M	74			
21	Nuffer, Kate	78	45	Worstell, Fannie F	88
			47	Waters, Lizzie	70
48	O'Connor, Clara	79	41	Wehle, Cora	84
47	O'Neill, Jennie S	79	41	Williams, Carrie	94
59	Oppenheimer, Sarah	74	38	Wilbur, Annie	81
			38	Whitley, Minnie	70
47	Pierce, Nina L	73	60	White, Grace	76
47	Prochownick, Leonine	82	53	Weis, Kate R	83
47	Payne, Lydia M	72	48	Whitelaw, Jennie M	80
47	Payne, Alice V	81	33	Watkins, Ida A	83
			47	Wygant, Grace	78
18	Rosenthal, Adele	88	3	White, Agnes	76
48	Rae, Louise M	77	45	Wolfe, Louise A	86
49	Rosenberg, Ida	74			
47	Robe, Minnie A	87	47	Youle, Edith C	86





SEALED PROPOSALS

Will be received by the Committee on Normal College, at the Hall of the Board of Education, corner of Grand and Elm streets, until Monday, the 6th day of May, 1878, and until 4 o'clock P. M. on said day, for the erection of an additional story on the school building located on the west side of Lexington avenue, between Sixty-eighth and Sixty-ninth streets.

Sealed proposals will also be received at the same time and place for the additional Steam Heating Apparatus required for the additional story above named.

Sealed proposals will also be received at the same time and place for the Desks, Seats, and other Furniture required for the additional story above named.

Plans and specifications may be seen and blanks for proposals received at the office of the Superintendent of School Buildings, No. 146 Grand street, third floor.

The entire work except Heating Apparatus and Furniture, will be given out in one contract.

The work under each and every contract is to be completed in every respect by the 20th day of August next, under a forfeiture of fifty dollars per day for each and every day that the work remains unfinished after the said 20th day of August.

Two responsible and approved sureties, residents of this city, will be required from each successful bidder.

The party submitting a proposal, and the parties proposing to be-

come sureties, must each write his name and place of residence on said proposal.

The Committee reserves the right to reject any or all of the proposals submitted.

WILLIAM H. WICKHAM,
JAMES M. HALSTED,
STEPHEN A. WALKER,
CHARLES PLACE,
ISAAC BELL,

Committee on Normal College.

Dated NEW YORK, April 22, 1878.

SPECIFICATION

of Work and Materials, for erecting an additional story and for alterations to the School Building on the west side of Lexington avenue, between 68th and 69th streets.,

Synopsis of Work, etc.—The present building is to be enlarged by the addition of another story, which will be designated in the specifications and on the drawings as the "additional story" and the "fourth story." These terms are to be considered synonymous.

The corridor, extending from the present building to and connecting with the College building, may, or may not, be built so as to communicate with the third and fourth stories as it now does with the second stories, as shown on the drawings.

Proposals must specify the price, including the corridor, and without the corridor.

All the work and materials required to be furnished, must correspond in color and style with the present building, except that all that is to be furnished is to be of the best quality, whether the present be strictly so or otherwise.

Should any discrepancies be found between the dimensions and forms of work of present building, and as shown on new drawings,

the contractor shall conform to either, as may be directed by the Committee, without extra charge.

The present slate roofing is to be removed, and all wood and iron work will be changed to the form and dimensions required and as shown on drawings, the entire new roof is to be covered with tin, ventilators, copper gutters, leaders, etc., as named in specification.

The first story and cellar of the building is not to be entered upon by any of the workmen, except to make connections of plumbing work, or to repair damages, and not without the written consent of the Committee.

The main stairway on Lexington avenue front must be floored over on the line of present third story floor, so as to protect the work from damage.

The screen, and principal's and piano platforms in second story to be inclosed and covered, so as to be fully protected from damage.

The contractors for heating, ventilating, furnishing, etc., and their workmen must be allowed all reasonable privileges in and about the building, so as to enable them to forward their work as may be directed by the Committee and the Superintendent.

All materials and work of any and every kind that may receive any damage by being broken or defaced by accident or otherwise, is to be repaired or renewed as may be necessary to leave all in perfect order, without extra charge.

Any materials of the present building that have to be removed may be used again, provided they are of proper quality and dimensions.

The school furniture and all supplies will be removed by other parties, immediately after the sessions of the school are suspended.

The sessions of the school will be suspended on and after the 31st day of May, and work may be commenced on the building on the 1st day of June, next.

For time of completion, etc., see advertisement on page 2.

There will be no work required in the cellar and first story of present building, except for plumbing connections and the repairing of damage should any occur.

In the second story, present galleries will be removed and rebuilt as shown on drawings, present sliding doors are to remain, re-arranged so as to suit central passage; new sliding doors, across the room and fore and aft, are to be furnished, forming additional rooms, all as shown and as hereinafter specified; new wardrobes furnished for children's clothing; present water closets, and all other work, is to be removed from the south-east room to the north-west room, and to be put up in complete working order; the present brick walls between gallery rooms and the south class rooms are to be removed and iron columns and necessary plates, etc., are to be furnished and set under the ends of the girders, imitation girders to be formed to connect with partitions, etc., to make all symmetrical.

In the third story the rooms, halls, and passages will remain substantially as at present; the ceilings will have to be removed so as to permit the girders and floor beams for new four-h story to be put in; new columns are to be furnished and set in this story, immediately over and upon the columns beneath, and as hereinafter specified; the

new girders to be neatly cased with wood, similar to those in second story.

For the new fourth story, brick walls, windows, beams, deafening, floors, partitions, and all other work and materials, necessary to make a complete set of rooms, halls, etc., for school purposes, as shown on drawings, and as described in the specification; all stairs to be extended to and above fourth story, the same as to and above present third story.

Roofs, of entirely new form, and covered with tin; gutters and leaders, all of copper, properly connected to present work.

Generally.—All materials, throughout, to be of the best quality, and the work to be done in a substantial and workmanlike manner; all to be furnished and done under the direction, supervision and inspection of the Committee on Normal College, the Superintendent of School Buildings, and such other persons as the Committee may appoint, who shall have power at any and all times to enter upon every part of the premises and works; and shall also have power to reject all work and materials that do not conform to the letter and spirit of this specification and the drawings.

Materials for the various parts of the work to be furnished, and the work to be done at such times as may be directed by the Committee or the Superintendent.

All work and materials not mentioned in this specification, which may be necessary to complete the entire work, according to the plans, shall be furnished by the contractor, the same as if they were herein specified, without extra charge.

All alterations which may be considered necessary by the Committee in the arrangement of the various parts, shall be made by the contractor if required so to do; *provided, that all alterations in, or additions to, the quantity, quality, or arrangement of any materials or work, involving additional—or—extra—expense, shall be first considered and approved by the Committee.*

The estimated cost of all work and materials required by this specification and the drawings, but not furnished, on account of alterations, is to be deducted from the amount of the contract.

All walls, flues, etc., to be built so as to conform to the requirements of the "Law relating to buildings."

Cutting away and repairing, for connections of every kind, to be done as directed.

Do all repairing of work that may be damaged by workmen or otherwise. Remove surplus materials and rubbish whenever directed, and leave every part of the building and premises perfectly clean.

The contractor shall be liable and responsible for any and all damages which may arise or occur to any party whatsoever, by reason of blocking up the streets, taking down and building walls, etc., or by neglect or delay in conducting the work or supplying materials.

The work on the building to be commenced on the 1st day of June next, and a sufficient number of men must be employed by the contractor to satisfy the Committee that the work will be completed by the 20th day of August, 1878. In case of failure on the part of the contractor to advance the work satisfactorily, the Committee shall be

thereby empowered to hire such additional men, and purchase materials as may be necessary to forward the work as required, and deduct the amount paid therefor from payments due, or to become due on the contract.

MATERIALS AND WORK.

Mortar.—The mortar used for brick-work—except where otherwise named—to be made of Kingston or shell lime and sharp grit sand; a quantity of cement to be mixed with the mortar when ready for use, so that it shall contain equal quantities of cement and lime. All joints and spaces between the bricks to be well filled with mortar, so that the walls, when built, shall be a perfectly solid mass.

Brick Work.—The present outside brick walls, and cut stone work, including gables, buttresses, cornices and other walls, are to be taken down to a proper line for the underside of the new floor beams and girders for 4th story, and for the intermediate caps of buttresses.

The two brick walls separating the gallery rooms from class rooms in second story, are to be removed.

The entire outside of the walls of the new portion, including buttresses, gables, corridors, etc., as shown on "elevations," to be faced with best quality Philadelphia pressed front bricks of the same color as present bricks, and to be laid in black putty mortar, the coloring matter to be of pulverized coal and bone black, *no lamp-black to be used*, and all, including the present walls that remain, to be nicely cleaned down and oiled. All the walls facing stairways where bluestone steps are to be used, to be faced with Collabar or other approved front bricks, laid in white putty mortar, and nicely cleaned down and

oiled. All other brick walls to be built with the best well-burnt hard North River bricks; all bricks to be well wet when used. All brick walls commenced and built up as shown on sectional drawings, by figures on plans, and to suit present work.

The arches over all outside openings, the corners of the octagonal buttresses, and such other portions as may be required, are to be formed with bricks, moulded to the precise form required to suit the several angles and arches.

Arches over all other openings as required.

Great care to be taken in building the flues and hollows in walls plumb, even in size, and joints struck smooth on the inside, as the law directs.

Flues and pipes for heating and ventilation to be built in as required; recesses for book-cases, closets, etc., made as directed.

Extra strong scaffolding to be built, on line with the tops of third story windows, or nearly so, the planking or floor to be not less than 4½ feet wide, and the sides next to the building to be say 18 inches high, and all to extend entirely around the building, and to remain until all outside brick-work is completed.

Deafening.—All damage to present deafening to be properly repaired. The new 4th story floor to be deafened with lime sand and hair mortar, 1¼ inches thick.

Plastering, etc.—All the ceilings, side-walls, and timber partitions are to be lathed with ¼ by 1½ inch lath, five nails to each, *breaks* not to exceed 20 inches in width. All the side walls, ceilings

and partitions to be plastered, except faced brick-work on stone stairs, two coats on lathing and one coat on brick-work of the best lime, sand and hair mortar, and all to be hard finished, each "coat" of plastering to be thoroughly dried before the next coat is put on.

The main stairway and halls to have stucco cornices of about 16 inches girt: a portion continued down the stair-strings. The new partitions in reception room and two class rooms to have cornices like present cornices, say 30 inches girt. All corners to be finished with rule-joint mouldings. Registers to be set as directed. Neat centre-pieces, of two feet in diameter, to gas outlets in all the ceilings.

All damaged plastering to be repaired in the very best manner, all cracks to be cut out and pointed, leaving all in perfect order.

Plumbing, etc.—Two tanks, each 6 feet wide, 9 feet long and 4 feet high, to be furnished and placed in the garret, where shown on plan; to be made of boiler iron, ¼ inch thick, with 2½ inch angle-iron, and T-iron braces, etc., all riveted and put together in the best manner, and painted two coats of red lead on the outside.

All the pipes leading from the tanks to the cellar and to both tanks to be of galvanized iron.

The rising main to be	1½	inches	in diameter.
The overflow	" 2	"	"
Between tanks	" 2	"	"

All connections, overflows, etc., made as required, and outlets with ⅝ inch brass stop cocks, on both vertical mains, to be

placed in 3d and 4th stories, to which the plumbing work may be connected; other stop cocks to be placed so that either one or both tanks may be used at the same time.

Tell-tale pipe and all proper fixtures for the perfect working of the apparatus to be furnished and put up as required.

A steam pump and fixtures will be furnished by other parties.

Where shown on plan of fourth story, fit up four 14 inch marbled wash basins, set in countersunk marble slabs 1½ inches thick. Supply each with ⅝ inch pipe, and upright silver plated basin cock, and silver plated plug and strainer; 1½ inch waste pipe, properly trapped, and connected to drain pipe. The floor under each basin, and under each pan closet, and three inches in height on the sides, to be covered with "4 lb. sheet lead," and connected with waste pipes, as may be directed.

Twelve "pan water closets," extra heavy, furnished with cisterns, or connected to tanks, etc., complete in every respect, and connected with drains, as may be directed.

Each and every waste pipe and overflow pipe to be properly trapped, and furnished with trap screws; all overflows to be amply sufficient for the supplies.

The sizes for all pipes and cocks named are understood to be the internal diameter, and all pipes under Croton pressure are to be extra strong "tin lined lead pipe," except for water closets. All the work to be put up with proper tacks, screws, and holdfasts, as required; put stop and waste cocks to all branch pipes, to empty each separately.

All necessary extension and connections of soil pipes, etc., with present work to be made as required, each line of soil and waste pipes to be extended, say, two feet above the roofs.

Gas.—Connect with present pipes and put in pipes to light the additional rooms, halls, etc. For number of outlets, see plans. The work to be done in the best manner and proved, subject to the inspection and approval of the gas company. A separate stop-cock furnished for fourth story.

Blue Stone. etc.— Twenty-two stones 4 by 12 by 20 inches, for girders and rafters to rest upon. Two sets of polished blue stone steps, risers, and platforms from present stairs to garret.

Present and new stairs to be nicely cleaned down with acid.

Cutting out for pipes, etc., done as required.

Four pieces of cut granite 12 by 12 by 24 inches.

Iron Work.—Wall, strap, and hook anchors furnished in sufficient quantity to render the buildings, and including copings and wall facings, perfectly secure in every part.

Wall anchors to be not less than 16 inches long, of $\frac{3}{8}$ x $1\frac{1}{4}$ inch iron, with spears 9 inches long, of $\frac{3}{4}$ inch iron.

Eight 6 inch I wrought iron beams, each 9 feet 4 inches long, for tanks to rest upon.

Six cast iron beams, and two wrought-iron strings, for stone stairs.

Ninety raised top white japanned registers 8 by 12 inches, see sample.

Cut Stone.—All the outside trimmings of windows, buttresses, cornices, balustrades, and intermediate caps, on buttresses, copings on gables, corbels, sills, sill-courses, string-courses, etc., to be of clear bright-colored stone, same as present work, and all to be polished.

For dimensions and forms, see present building and drawings.

All to be prepared for and anchored in the best manner; all exposed joints to be pointed and colored to correspond with the stone.

Cutting out for leaders, etc., to be done as directed.

All the work to be nicely trimmed and cleaned down, leaving all perfect on the completion of the work.

Timber, Etc.—The beams for fourth story and part of roof to be 12 inches wide, other roof beams and rafters 8 inches; all floor beams 16 inches from centers; double thickness under partitions, roof beams 20 inches; all to be framed as required, so that no timber shall be placed on the walls within 12 inches of any heating pipe or flue All trimmer beams, having a mortise of more than 8 inches from either end, or carrying a header with more than two mortises, and all headers not otherwise named, to be 5 inches thick, and hung with stirrup irons, according to law; 20 beams, each about 33 feet long, under class room partitions, beams to be 3 inches thick; 4 Georgia pine girders, 10 by 14 inches, framed and notched as directed, to receive the ends of floor beams. Location of girders as shown on drawings; 2 of them to be hung with ¾ by 4 inch stirrup irons, all to be anchored together in the strongest manner.

Two rows of cross bridging to each section of beams, bridging stuff 1¼ by 3 inches. Bridging to be done as soon as the beams are levelled; lintels not less than 4 inches thick to all openings and recesses in walls, width to suit the thickness of walls.

Beams for gangway in garret 3 by 6 inches, laid 2 feet from centres.

Eight framed trusses for roof, length and framing as shown on drawing; tie-beams, etc., 6 by 12 inches; braces 6 by 6 inches; purlins 4 by 10 inches.

Gables, hips and valleys formed as required.

Timber for stair platforms, corridor, water-closets, etc., as may be required.

The 3 and 4 by 8 and 12 inch timbers may be of spruce; others to be of sound white pine.

Roofs, Floors, etc.—All roofs to be prepared for tinning, with sound mill-worked white pine plank, laid in courses, and well nailed through each edge to each beam.

A gangway, 12 feet wide, of strong 1¼ inch plank laid in the garret, the whole length of and across the building, on 3 by 6 timbers, also platforms 8 by 8 feet, under the scuttles.

All gallery and class room platforms and all floors to be laid with narrow 1¼ inch Georgia pine mill-worked plank, free from knots, sap, shakes, splits, and all other imperfections, in courses uniformly 3½ inches wide, and blind-nailed to each beam.

Curbs for six ventilators to be built on the roofs, as may be directed.

Three scuttles in the roofs, 2½ by 3½ feet in the clear, hung and secured with chains, hooks and staples, as required; strong ladders to scuttles, all to be located as directed.

All floors to be scrubbed and smoothed off as soon as the other wood-work has received the first coat of paint.

The present ventilating chamber in the garret and on the centre of the main roof to be carefully preserved, and placed in the new garret and roof, put in perfect order, and all the present wooden flues and fixtures of every kind to be extended and connected so as to have all in working order.

A floor of one inch white pine worked boards to be laid on the 4th story beams, then 1¼ by 3 inch strips are to be laid on the floor, 16 inches from centers, so as to form spaces for deafening mortar, after the mortar is put in the Georgia pine floor is to be laid and blind nailed to the strips.

All present deafening that may be damaged to be made good.

Partitions, Furring, etc.—All partitions, not otherwise named, to be 2 by 6 inch joist, set 12 inches from centers; door angle posts doubled, and to have one row of bridging.

All ceilings to be cross-furred with strips, 1 by 2 inches, placed twelve inches from centers; no two joints to be within four feet of each other.

Upper story ceilings to have 3 by 5 inch timbers, placed two feet from centers, firmly secured to the tie beams, and supported from root beams, with 3 by 1¼ inch strips placed not over four feet apart.

All outside and connecting walls to be furred for lathing with 1 by 2 inch strips, placed twelve inches from centers.

Grounds to be set for doors, windows and wainscoting.

Furnish all centers, lintels, etc., as required to suit openings.

Cover all wood and stone sills of windows as soon as each is set.

Cover all other cut stone work that is in any way liable to be damaged during the progress of the work.

Iron Work, etc.—Two cluster columns in 2d story, 8 inch diameter, ¾ inch metal, same pattern as present columns.

Fourteen cast iron columns in 3d story, 6 inches diameter, one inch metal, and to have neat foliage caps. The metal of all the shafts to be continued *straight through* the cap and abacus.

The "columns" to be "planed true and smooth at both ends," as the law directs. The "bearing caps" to be not less than 10 by 14 inches by 1½ inches thick; the columns in third story to be properly arranged to pass through the girders, and rest upon the columns beneath.

Five suspension rods of 1½ inch in diameter, round iron, for each framed roof truss, furnished complete with nuts, screws, plates, cast-iron head-pieces, etc.; also heel-straps, clevises, etc., furnished with nuts, plates, washers, etc.

Twelve stirrup-irons, ½ by 3 by 12 inches; four do. ¾ by 4 by 14 inches.

All stair wir dows to have guards inside; for style and size of iron see present guards.

Ninety japanned iron registers, 8 by 12 inches, for air flues. See pattern.

Tinning, etc.—The new roofs, including ail valleys, tops of cornices, and all connections to buttresses, etc., to be covered with best quality I X charcoal bright tin in large sheets, clinched, nailed, soldered and secured at all junctures with wall hooks, paint skins, etc., and rendered fully secure against leaking.

The upper section of all cornices, including gables, the rain-water gutters, and leaders to be of 18 oz. copper with riveted and soldered joints, and put up so as to allow for expansion and contraction, copper wire basket over each leader.

Six 24 inch ventilators, made of No. 24 galvanized sheet iron, furnished and put up as directed; see sample.

All rosin to be scraped off the tin roofing, before painting; all leaders to be painted two coats before they are put up.

Present gutters and leaders are of copper.

Lightning-rods to be reset, and extended, leaving all perfect.

Window-frames, Sashes, etc.—All window frames to be painted one coat before they are brought to the building.

For number and style of windows, including those of corridor, sizes of glass, etc., see present building and drawin gs.

All the window frames to be made square on the inside.

All outside windows, not otherwise named, to have box frames, and 1¾ inch white pine sashes, double hung with the best six-strand "Russia hemp" cord, 2-inch noiseless pulleys, and iron weights.

Sashes of partition windows of class-rooms, and all inside fan-lights, to have pivots arranged and operated as present windows.

All frames to have moulded hanging stiles, sills two inches thick and rabbeted.

The "sides" and "rears," not shown on drawings, to be the same as those that are shown.

Fan-lights over doors, as marked on plans, and shown on elevations and sections.

The sashes, unless otherwise named, to be glazed with single-thick French sheet-glass back puttied, and no burned or stained glass to be used; ground glass where marked on plans.

Two tiers of lights, in sliding doors in second story, and in partition, to be of ground glass.

All windows, including glass of sash doors, fan-lights, etc., to be washed before the second coat of paint is put on, and all glass in every part of the building to be left whole on completion of the work.

Blinds—Inside blinds to all windows, except on stone stairs All to be painted three coats, *color as directed*, before they are brought to the building.

All to be made in two "lengths," *precisely as directed*, and to be hung with loose pin butts, and fastened in the most approved manner; see samples.

Wainscot, etc.—All the side walls and partitions throughout to be furnished with clear white pine, narrow mill-worked, and beaded board wainscot, set up and down, 4 feet high; all boards for wainscot, ceiling, etc., and planks for partitions to be smoothed off and beads sand-papered, before being put up; the courses not to exceed 4 inches in width, and each course to be in one piece. *No splicing allowed.*

The ceilings of all stone stairs and platforms to be covered with narrow boards as described for wainscot; mouldings in all angles on ceilings.

Wardrobes, etc.—Four about 6 feet wide, two about 19 feet wide, eight about 15 feet wide, all 10 inches deep in clear, made with panel sliding doors 1½ inches thick, 4 inch sheaves and ways. See samples. For details see present wardrobes and working drawings.

Teachers' wardrobes to have narrow plank partitions, panel doors, fronts, cornices, shelves, etc.; the doors to have white porcelain knobs and four inch "Newark night-latches," and four flat keys, with rings and numbered labels to each.

Water-closets.—Dimensions of water-closets as shown on plans. The materials and manner of putting together to be as named for teachers' wardrobes, doors to have bolts, and springs to hold them open.

Timbers, floors, flues for ventilation, etc., arranged and built as directed.

Twelve pan water-closets in the fourth story, to be furnished with cisterns as required, and fitted up with black walnut seats, lids, etc.; seats and lids both to be hung with brass hinges, and all to be secured with brass screws, in the best manner.

Stairs, etc.—Extend the stair-case in main front hall, as shown on plans; all, including landings and platforms, to be of the best quality of black walnut; timber, iron braces, etc., of appropriate dimensions for the stairs; arrangement of all stairs as shown on plans, and like present stairs.

All wood stairs steps and risers to be covered immediately after being set, with boards the entire length of each.

Other wood stairs and stairs where stone steps are used, are to have strips, rails and brackets on both sides; sizes, forms and manner of putting up as shown on drawings, and like present stairs.

Stairs in corridor as shown on plans, inclosed with narrow white pine plank, steps and risers of Georgia pine, steps 1½ inches thick, risers ⅞ inches thick.

Trimmings, etc.—All trimmings of doors, windows, sliding doors, wardrobes, base, ventilating flues, casing of pipes, girders, etc., to be as shown on detail drawings, and like present work, of perfectly clear white pine.

All plumbing work, basins, pipes, sinks, etc., cased with board casings, panel-doors, etc., as directed. Rabbeted and moulded base in main hall.

900 feet, in length as may be required, of moulded hat-hook strips, 1 by 3 inches, put up as directed.

100 square feet of shelving, with necessary uprights and cleats, put up as directed.

There will be a series of ventilating flues from the several stories, located as shown on drawings. These flues are to extend to the ventilating chambers in the garret, the exposed portions in the rooms to have panelled and moulded fronts, and to have registers inserted where directed. See drawings.

Doors, etc.—One set of sliding-sash doors across the room, and two sets. fore and aft, in second story, 13 feet high, double thickness, 1¼ inch each to be furnished with the best quality heavy 6-inch sheaves (see paterns), and ⅝-inch half-round wrought-iron ways, the length of each "way" to be equal to the entire length of the room or "set of doors" to which it belongs, japanned iron flush handles etc., all to be fastened with screws in the strongest manner.

Present sliding-doors to be re-arranged as shown on plan.

All "double thickness doors" to have all screw-heads neatly covered with wood.

Partition and wall doors made to correspond with sliding doors.

All other doors to be 1¾ inches thick, and about 8½ feet high by 3 feet wide.

Folding-doors, sash-doors and fan-lights where marked on plans. Inside doors to have Georgia pine saddles, and turned stops as may be necessary.

All doors to be hung with butts, not less than 4½ inches long, and of such widths as may be required by the various locations; stair doors, hall doors and outside doors, where required, to have steel rod springs, or weights, cords and pulleys, three hinges each, and hooks, plates and staples of proper sizes to hold them open.

Gongs, etc.—One additional gong to be furnished complete for fourth story, same as present gongs.

A "Creighton's Oral Annunciator" to be furnished and put up complete, operated at the Principal's platform, and connected with each and every class room in third and fourth stories. The same as at Grammar School No. 70, on East 75th street, near Third avenue.

Hardware, etc.—All 1¾ inch doors to have 5-inch mortise locks; all folding doors to be furnished with bolts of appropriate sizes and lengths; eight hundred hat hooks of selected pattern, put up where directed. All necessary screws, nails, spikes and holdfasts to be furnished in proper quantities, dimensions and quality for every portion of the work. All other hardware not before named, but which may be found necessary to complete every portion of the

work in the best manner, to be furnished as required, without extra charge.

All locks to be of the best manufacture, furnished with bronze knobs (large size), and secured with screws, screwed *into* the spindles. See samples of hardware at Superintendent's office.

Painting, etc.—All stopping of nail holes, etc., with putty, and all rubbing down with sandpaper, etc., to be done after the first coat of paint is put on.

The cornices, facias, etc., on roofs, and the outside of all window frames, to have three coats of white lead and linseed oil paint and two coats of sand; all the paint to be colored in imitation of Dorchester stone; the sand to be put on the second and third coats of paint.

The iron columns, all window guards, all the new wood work throughout the building, including corridor, that is not to be "grained," to be painted three coats, of pure white-lead and linseed-oil paint, color as directed.

All the new doors, door-jambs and casings, wainscot, base, wardrobes, book-cases, closets, stair-strings, panel-work, and five feet in height of all columns, to be painted two coats and grained in oil, oak and walnut, as may be directed, and to have one coat of the best copal varnish.

All work heretofore painted, and all grained work, that may be damaged during the progress of the work, is to be re-painted, grained and varnished as may be required to have all in good order;

all present grained work in every part of the building to have one coat of copal varnish.

All newels, rails, and balusters on stairs, etc., and steps, risers, platform and landings of main stairway, present and new, to have two coats best quality linseed oil and shellac, well rubbed down.

All new room doors to have numbers, same style as present ones.

All the tin roofs to be painted two coats of approved mineral paint, mixed with linseed oil.

EIGHTH ANNUAL REPORT

OF THE

PRESIDENT

OF

THE NORMAL COLLEGE,

FOR THE YEAR ENDING DECEMBER 31, 1878,

TO WHICH IS APPENDED

A CATALOGUE OF THE STUDENTS

TOGETHER WITH THE

CLASS STANDING OF EACH STUDENT.

NEW YORK:
WYNKOOP & HALLENBECK, PRINTERS.
1879.

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BOARD OF EDUCATION

OF THE

CITY OF NEW YORK.

1878.

WILLIAM WOOD, LL.D., *President.*
LAWRENCE D. KIERNAN, *Clerk.*

Names of Members.	Residence.	Place of Business.	Term Expires Jan. 1.
William Dowd	168 West 22d st.	44 Wall st.	1879
Jacob D. Vermilye	49 East 21st st.	42 Wall st.	1879
Charles Place	136 West 125th st.	36 Union square	1879
Isaac Bell	26 West 22d st.	197 Greenwich st.	1879
Lawrence G. Goulding	25 Rutgers st.	132 Nassau st.	1879
William H. Wickham.	338 Lexington av.	31 and 33 Pine st.	1879
Julius Katzenberg	225 East 52d st.		1879
William Wood, LL.D.	4 West 18th st.		1880
James M. Halsted	18 West 17th st.	120 Broadway	1880
Rufus G. Beardslee	47 West 55th st.	106 Broadway	1880
Eugene Kelly	43 West 51st st.	45 Exchange pl.	1880
Everett P. Wheeler.	137 East 71st st.	8 Pine st.	1880
Bernard Cohen	40 West 39th st.	19 & 21 Greene st.	1880
Samuel G. Jelliffe	104 st. bet. 8 & 9 av	111 Broadway	1880
*David Wetmore	119 Lexington av.	365 Greenwich st.	1881
Stephen A. Walker.	8 East 30th st.	20 Nassau st.	1881
Henry P. West	155 Grand st.	183 Grand st.	1881
Ferdinand Traud	115 East 83d st.		1881
Benjamin F. Watson.	314 Lexington av.	Tribune Building.	1881
Edward C. Donnelly.	Manhattanville.		1881
Benjamin F. Manierre	26 West 24th st.		1881

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* *Vice* Leonard Hazeltine, resigned March 20, 1878.

COMMITTEE ON NORMAL COLLEGE, 1879.

BENJAMIN F. MANIERRE,

JAMES M. HALSTED,
CHARLES PLACE,
ISAAC BELL,
EDWARD C. DONNELLY.

FACULTY AND OTHER INSTRUCTORS

OF THE

NORMAL COLLEGE.

THOMAS HUNTER,

President and Professor of Intellectual Philosophy, 140 East 80th Street.

ARTHUR H. DUNDON,

Professor of English Literature and Latin, Fordham.

JOSEPH A. GILLET,

Professor of Physics and Chemistry, 225 East 61st Street.

CHARLES A. SCHLEGEL,

Professor of German, 145 East 61st Street.

EDWARD H. DAY,

Professor of Natural Science, 346 East 79th Street.

EUGENE AUBERT,

Professor of French, 141 Lexington Avenue.

GEORGE MANGOLD,

Professor of Music, 77 Seventh Street.

LYDIA F. WADLEIGH,

Superintendent, 623 Lexington Avenue.

SARAH E. H. HALL,

Secretary and Librarian, 349 East 55th Street.

ELIZA WOODS,

Tutor in Mathematics, 416 West 34th Street.

LAVINIA M. HOLMAN,

Tutor in Latin, Park Avenue and 80th Street.

MARY A. MATHEWS,

Tutor in Mathematics, 32 West 32d Street.

HELEN G. MORGAN,

Tutor in Mathematics, 608 Pavonia Avenue, Jersey City Heights.

LAURA E. LEAL,

Tutor in Mathematics, 775 Lexington Avenue.

A. CAROLINE COVELL,

Tutor in Drawing, 23 East 24th Street.

MARY WILLARD,

Tutor in History, 106 West 49th Street.

ELIZA M. PHELPS,

Tutor in Mathematics, 80 Willoughby Street, Brooklyn.

JESSIE McGREGOR,

Tutor in Physics, 314 West 18th Street.

MARY CARR TREACY,

Tutor in History, 153 East 26th Street.

SERENA A. GOODWIN,

Tutor in Science, 454 West 51st Street.

JOANNA MITCHELS,

Tutor in German, 212 East 52d Street.

MARY E. SMYLY,

Tutor in Latin, 54 East 81st Street.

ELFRIDA DE WAILLY,

Tutor in French, 343 East 50th Street.

MARY S. KENNEDY,

Tutor in Penmanship, 211 East 127th Street.

JENNY B. MERRILL,

Tutor in Methods, 207 Tenth Avenue.

HONORA McDONOUGH,

Tutor in German, 221 East 62d Street.

LAURA FRIEND,

Tutor in History, 795 Lexington Avenue.

FREDERICA J. CONSTANTINI,

Tutor in German, 157 East 49th Street.

EMILY I. CONANT,

Tutor in Latin, 229 West 23d Street.

BETSEY B. DAVIS,

Tutor in Latin, 175 East 82d Street.

ACHSAH M. ELY,

Tutor in Mathematics, 111 West 34th Street.

PAULINE M. EBECKE,

Tutor in German, 315 East 79th Street.

MARGUERITE MERINGTON,

Tutor in Latin, 449 East 114th Street.

ELIZABETH R. BECKWITH,

Tutor in Latin, 139th Street and Alexander Avenue.

MARGARETTA W. CAMPBELL,

Tutor in Drawing, 13 West 29th Street.

FELICIE DIAZ,

Tutor in French, 432 Madison Avenue.

SATURDAY SESSIONS OF THE NORMAL COLLEGE.

THOMAS HUNTER	140 East 80th Street.
DAVID B. SCOTT	136 East 80th Street.
NORMAN A. CALKINS	124 East 80th Street.
JOSEPH A. GILLET	225 East 61st Street.
ARTHUR MCMULLIN	
CHARLES A. SCHLEGEL	145 East 61st Street.
EUGENE AUBERT	141 Lexington Ave.
LYDIA F. WADLEIGH	623 Lexington Ave.
SARAH E. H. HALL	349 East 55th Street.

TRAINING DEPARTMENT OF THE NORMAL COLLEGE.

ISABELLE PARSELS	Superintendent		152 East 47th Street.
JANE W. MCELHINNEY	1st Assistant		434 West 51st Street.
EMMA M. REQUA	2d	"	43 West 22d Street.
CATHERINE E. COLEMAN	3d	"	316 East 79th Street.
ALICE NEUSTADT	4th	"	444 East 57th Street.
EUGENIA J. BOWNE	5th	"	320 East 55th Street.
ALICE M. SAWYER	6th	"	108 East 71st Street.
CHRISTIANA METZGAR	7th	"	123 East 61st Street.
ELLA CALKINS	8th	"	124 East 80th Street.
FANNY RUTTER	9th	"	152 West 13th Street.
HARRIET JAPHA	10th	"	42 Gouveneur Street.
ELIZABETH G. KNIGHT	11th	"	66 East 49th Street.
SUSAN L. TOWER	12th	"	145 East 33d Street.
SARAH I. ACKER	13th	"	247 West 4th Street.
HELENA L. DAVIS	14th	"	189 Lexington Ave.
CARRIE G. ROBERTS	15th	"	113 East 71st Street.
MARTHA S. THOMPSON	16th	"	136 East 123d Street.
ELEANOR BOESE	17th	"	140 East 38th Street.
GRACE F. POTTER	18th	"	276 West 11th Street.
MAGGIE L. ROLLO	19th	"	49 East 21st Street.
JANE V. CROOK	20th	"	161 Henry Street.
EMMA STEVENS	21st	"	24 West 129th Street.
LOUISE WILSON	22d	"	167 West 49th Street.

COURSE OF STUDY

FOR THE

NORMAL COLLEGE.

GRADE I. FIRST YEAR—FIRST TERM.

1. *Latin.*
2. *History.*—Outlines of Ancient History.
3. *German* or *French.*
4. *Algebra.*—Simple Equations, Involution, Evolution and Radicals.
5. *Geometry.*—Plane.

Music, Drawing, English Composition and Penmanship.

GRADE II. FIRST YEAR—SECOND TERM.

1. *Latin*—Continued.
2. *History.*—Outlines of Ancient History—Continued.
3. *German* or *French.*—Continued.
4. *Geometry.*—Plane, continued and completed.
5. *Physics.*—Heat, Electricity and Mechanics.

Music, Drawing, Penmanship and English Composition.

GRADE III. SECOND YEAR—FIRST TERM.

1. *Latin.*—Easy Selections from Classic Authors.
2. *History.*—Outlines of Modern History.
3. *German.*—Grammar and Reader. Conversation, or
   French.— " " " "
4. *Algebra.*—Quadratics.
5. *Physics.*—Light and Sound.

Music and *Drawing*, *English Composition* and *Botany*. Two Lectures per week.

GRADE IV. SECOND YEAR—SECOND TERM.

1. *Latin*—Extracts from Cæsar, Sallust and Cicero.
2. *Rhetoric* and *English Composition.*
3. *German.*—Grammar and Reader, Conversation, etc., or
   French.— " " " " "
4. *Astronomy.*—Mathematical and Descriptive.
5. *Chemistry.*—Notation, Nomenclature and Atmospheric Elements.

Music and *Drawing*, *Geology* and *Mineralogy*. Two Lectures per week.

GRADE V. THIRD YEAR—FIRST TERM.

1. *Latin.*—Virgil, Book I.
2. *English Language and Literature.*—Simple Outlines, with Composition
3. *German.*—Grammar Completed, Reader, Conversation, or
   French.— " " " "
4. *Physics.*—Electricity, Galvanism and Magnetism.

5. *Astronomy.*—Mathematical and Descriptive—Continued.

Music and *Drawing.* *Zoology*, Two Lectures per week.

Review of subjects prescribed for the Primary and Grammar School Grades, with the method of teaching them. Two hours each week.

GRADE VI. THIRD YEAR—SECOND TERM.

1. *Latin.*—Virgil—Continued.
2. *Intellectual Philosophy* and *Theory of Teaching.*
3. *English Language and Literature.*—Continued, with Composition.
4. *German.*—General Review of Grammar. Translation of Select Passages; Conversations, Outlines of German Literature.

Or,

French.—General Review of Grammar, etc. Outlines of French Literature. Conversation.

5. *Physics.*—Astronomy, General Review.

Music and *Drawing.* *Physiology.* Two Lectures per week.

Review of Subjects prescribed in Primary and Grammar Grades for Common Schools, with the method of teaching them. Two hours each week.

Practice to be afforded in the Model School under the guidance of teachers of experience.

No lesson for home study to be assigned in Music, Drawing or Composition, in any of the Classes or Grades.

REPORT.

NEW YORK, December 31, 1878.

The Honorable the Board of Education:

GENTLEMEN:—In compliance with the By-Laws of your Board, I hereby present my annual report of the Normal College for the year ending December 31, 1878.

STATISTICS.

Number of Students on Register Dec. 31, 1877	1,528
" " " " " " 1878	1,333
Decrease of number on Register	195
Average attendance for 1877	1,334
" " " 1878	1,321
Decrease of average attendance	13
Number of Students admitted during 1878	595
" " Colored Students admitted during 1878	3
Number of Students admitted by competitive examination from Public Schools in 1878	564
Number admitted by special examination, as directed by the Committee on Normal College in 1878	31
Number of Students who graduated in 1878	357
" " " discharged for other causes	454

Number of Students now in third year's course	405
" " " " second " "	381
" " " " first " "	547

SATURDAY SESSIONS OF THE NORMAL COLLEGE.

Whole number taught during 1877	746
" " " " 1878	802
Increase in number taught during 1878	56
Average attendance for 1877	518
" " " 1878	583
Increase in average attendance in 1878	65

TRAINING DEPARTMENT OF THE NORMAL COLLEGE.

Whole number on Register during 1877	1,197
" " " " 1878	1,250
Increase on number taught " 1878	53
Average attendance for 1877	683
" " " 1878	684
Increase in average attendance in 1878	1
Total number on Register in the College, including Saturday Sessions and Training Department, 1878	4,175
Total increase of Register during 1878	704
Total average attendance, including Saturday Sessions and Training Department, 1878	2,594
Total average attendance for 1877	2,535
" increase of average attendance	59
" number of graduates since June, 1870	1,589
Average number of graduates for each year	177

SHOWING THE ADMISSIONS FROM THE FEMALE GRAMMAR SCHOOLS, JUNE, 1878.

Number of School.	Number Admitted.	Number of School.	Number Admitted.	Number of School.	Number Admitted.	Number of School.	Number Admitted.	Total Number Admitted.
1	2	20	6	39	11	58	Boys	
2	8	21	4	40	Boys	59	24	
3	17	22	9	41	12	60	7	
4	7	23	3	42	8	61	6	
5	Boys	24	2	43	1	62	2	
6	0	25	11	44	6	63	5	
7	3	26	Boys	45	42	64	7	
8	4	27	2	46	1	65	7	
9	4	28	2	47	63	66	0	
10	5	29	1	48	15	67	0	
11	Boys	30	1	49	18	68	28	
12	8	31	Boys	50	16	69	19	
13	5	32	Boys	51	Boys	70	Boys	
14	16	33	16	52	Boys			
15	7	34	9	53	30	Col. 1	0	
16	Boys	35	Boys	54	3	Col. 2	1	
17	24	36	2	55	Boys	Col. 3	2	
18	15	37	16	56	7			
19	11	38	3	57	Boys			564

SHOWING THE ADMISSIONS FROM EACH WARD, JUNE, 1878.

WARD.	Number Admitted.	WARD.	Number Admitted.
First	1	Thirteenth	16
Second	0	Fourteenth	5
Third	0	Fifteenth	68
Fourth	2	Sixteenth	49
Fifth	6	Seventeenth	27
Sixth	5	Eighteenth	16
Seventh	16	Nineteenth	71
Eighth	8	Twentieth	31
Ninth	29	Twenty-first	34
Tenth	17	Twenty-second	51
Eleventh	18	Twenty-third	15
Twelfth	60	Twenty-fourth	19
		Total	564

SHOWING THE AVERAGE PER CENT. IN EACH STUDY.

ADMISSIONS.—JUNE, 1878.

Algebra	85	per cent.
Arithmetic	77	"
Geography	93	"
Grammar	88	"
History	92	"
Reading	85	"
Spelling	82	"
Executive Ability	84	"
Average	85	"
Drawing	73	"

EXAMINATION OF CANDIDATES FOR ADMISSION, JUNE, 1878.

ARITHMETIC: (Time 1½ hours.)

1.—Multiply four millionths by sixty-three thousandths. Divide five tenths by one million.

2.—Paid a school tax of $50, which was 1% on the valuation of the property: what was the valuation?

3.—If I pay $2 for 3 lbs. of tea, and sell 2 lbs. for $3, what is the gain per cent.?

4.—In what time will $700 double itself at 6% per annum?

5.—What sum loaned at 2% a month will amount to $6,252 in 6 months?

6.—Bought a house for $7,350 cash; how large a note on 4 months must I have discounted at bank (6%) to pay this sum?

7.—What sum must be invested in U. S. 5–20's at 106 to yield an annual income of $2,500?

8.—If 300 bushels of wheat at $1.25 a bushel will discharge a certain debt, how many bushels at 90 cents a bushel will discharge a debt three times as great?

9.—Find the square root of 6¼ to the sixth decimal place?

10.—What is the side of a cube which contains 628,568 cubic yards?

GRAMMAR: (Time 1½ hours.)

1.—Define a *redundant verb:* a *defective verb*, and give an example of each.

2.—Give the rule for the possessive plural of nouns: write the possessive of *ships*, of *James;* and correct *Mens and Boys Clothing.*

3.—Correct the following, (without the rules):

(*a.*) "Between you and I, Mr. Smith is unwise."

(*b.*) "A silk dress or a flowered bonnet were then great rareties."

(*c.*) "You have chose the worst of the two."

(*d.*) "In America every one is free as soon as they touch the land."

(*e.*) "What is seventy-five cents or even a dollar an acre?

4.—Analyze:—"The soul refined is most inclined
To every moral excellence;
All vice is dull, a knave's a fool,
And virtue is the child of sense."

5.—Parse:—*Refined, is inclined, fool, is,* and *knave.*

The following values will be assigned: to 1, 2, and 3, 15% each; to 4, 30%; and 5, 25%.

Spelling and Dictation.

1. Amphibious.
2. Ammunition.
3. Avaricious.
4. Business.
5. Braggadocio.
6. Bilious.
7. Chalice.
8. Coroner.
9. Calico.
10. Disciple.
11. Decrepit.
12. Dilatory.
13. Embarrassment.
14. Emanation.
15. Farinaceous.
16. Feud.
17. Gyrating.
18. Hallucination.
19. Hypocrisy.
20. Infallible.
21. Initiate.
22. Innuendo.
23. Loneliness.
24. Lettuce.
25. Prejudice.
26. Perennial.
27. Pusillanimous.
28. Martial.
29. Mythology.
30. Sorcery.
31. Legacy.
32. Pleurisy.
33. Lafayette.
34. Benjamin.
35. Steuben.
36. Savannah.
37. Magellan.
38. Verrazani.
39. Havana.
40. Tennessee.

HISTORY: (Time 1 hour.)

Answer any five of the following questions.

1.—Who discovered the *Pacific Ocean?* *Florida?* The *St. Lawrence River?* Give the date of the discovery of each.

2.—Who was the first navigator who sailed around the earth? Give the date.

3.—In what war did Washington first appear? Give a brief account of his life prior to 1775.

4.—What was the most important event of 1776? Name the Commanders at the battle of *Trenton.*

5.—Name three distinguished foreigners who served under Washington during the Revolution.

6.—Give a brief account of Burgoyne's invasion. What battle ended his military career in America?

7.—What was the most important event in 1781? What American commander redeemed the South from the power of the British and their allies, the Tories?

8.—During whose administration, and for how much was Louisiana purchased from the French?

9.—What was the last great battle during the war of 1812 and '15? Name the commanders.

10.—What caused the war with Mexico? What important battle was won by Gen. Zachary Taylor?

ALGEBRA: (Time $1\frac{1}{2}$ hours.)

1.—Define *similar terms: co-efficient: exponent:* give the rule for the *multiplication of monomials:* also for the *division of monomials.*

2.—Find the value of the expression $3a^3+4b^3-5c^2+6x^2$ when $a=2$, $b=3$, $c=4$ and $x=5$.

3.—Factor $1+2x^2+x^4$, and a^4-b^4.

4.—Add $\frac{4x^2-11x-5}{5x+5}$ to $\frac{3x+1}{x+1}$

5.—Given $\frac{1}{2}+\frac{2}{x+2}=\frac{x+2}{2x}$ to find x.

6.—Given $bx+2x-a=3x-2c$ to find x.

7.—Given $\left\{\begin{matrix}3x+y=60\\5x+10=78+y\end{matrix}\right\}$ to find x and y.

8.—Divide $1,200 between A and B, so that A's share shall be to B's as 2 to 7.

9.—How much money have I in my purse when $\frac{1}{4}$ and $\frac{1}{5}$ amount to $2 25?

10.—Divide the quantity a into two such parts that one may be to the other as m to n.

GEOGRAPHY: (Time 1 hour.)

Answer any five of the following questions:

1.—Name the countries from which *rice*, *tea*, *sugar*, *coffee* and *opium* are obtained.

2.—Name the boundaries of the North Temperate Zone. What zone contains the greatest amount of land; and what the greatest amount of water?

3.—In what States are *Memphis*, *Hartford*, *Lowell*, *Galveston* and *Raleigh?*

4.—In what countries are *Cologne*, *Cordova*, *Florence*, *Madras* and *Warsaw?*

5.—Bound *Kentucky*, *Peru* and *France*, and write the capital of each.

6.—Bound Manhattan Island; bound Long Island.

7.—Name the five largest cities in the State of New York in the order of their population.

8.—What is the capital of Holland? of Belgium? of Denmark? of Sweden?

9.—Write six of the principal rivers of Asia.

10.—Why is Washington called the capital of the United States? State the difference between a republic and a constitutional monarchy.

DRAWING: (Time 30 min.)

1.—Draw an equilateral triangle on a base of four inches.*

2.—Draw a square with diagonals and diameters.

3.—Draw two concentric squares.

4.—Draw a regular hexagon.

5.—Construct the Quatrefoil by aid of working lines.

From the Model: (Time 30 min.)

6.—Draw any one of the following without diminishing or enlarging:

(*a.*) *A Cube and bowl* standing upon it.

(*b.*) *An Octagonal Prism.*

(*c.*) *A Vase.*

* *No measuring allowed.*

SHOWING THE NUMBER OF STUDENTS AT PRESENT STUDYING THE FRENCH AND GERMAN LANGUAGES.

	Register.	French.	German.
Senior Classes	405	188	217
Junior Classes	381	182	199
Introductory Classes	547	314	233
Total	1,333	684	649

SHOWING THE NUMBER OF GRADUATES EACH YEAR SINCE THE ESTABLISHMENT OF THE COLLEGE.

In 1870 there were graduated	96
" 1871 " " "	151
" 1872 " " "	128
" 1873 " " "	82
" 1874 " " "	187
" 1875 " " "	135
" 1876 " " "	231
" 1877 " " "	222
" 1878 " " "	357
Total number of graduates	1,589

SHOWING THE NUMBER PROMOTED IN EACH GRADE AND CLASS, JUNE, 1878.

CLASS.	Register.	Number Promoted.	Number not Promoted.
A3,	52	52	0
B3,	53	53	0
C3,	52	51	1
D3,	52	51	1
E3,	52	44	8
F3,	43	43	0
G3,	37	31	6
H3,	33	31	2
	374	356	18
A2,	46	42	4
B2,	44	43	1
C2,	46	39	7
D2,	53	45	8
E2,	44	36	8
F2,	54	51	3
G2,	51	49	2
H2,	46	42	4
I2,	46	43	3
	430	390	40
AF†	45	39	6
BF	43	41	2
CF	48	43	5
DF	41	36	5
EF	41	37	4
	218	196	22
AG	51	45	6
BG	47	38	9
CG	48	36	12
DG	45	36	9
EG	46	35	11
	237	190	47
A1	53	32	21*
B1	54	32	22*
	107	64	43
Total.....	1,366	1,196	170

† "F" means French, and "G" German.

* Discharged for incompetency.

THE INTRODUCTORY CLASS: THE ADMISSIONS.

In September, 1877, there were sixteen hundred (1,600) students in attendance, a number which taxed the capacity of the building to its utmost limit. It became necessary, therefore, to reduce the number of admissions by raising the standard of qualification. Accordingly, an examination in Drawing was added to the other requirements, and an average of eighty (80) per centum, instead of seventy (70), as heretofore, was demanded last June, in the following subjects: Reading, Spelling, Writing, Geography, History of the United States, English Grammar, Arithmetic, Algebra (as far as Radicals), and "Executive Ability."* Notwithstanding this high standard, and the severity of the examination, five hundred and sixty-four (564) out of a total of eight hundred and thirty-two (832) candidates were admitted. In other words, sixty-eight (68) per centum of all the applicants passed a successful examination. So large a number speaks well for the efficiency of the instruction in the Female Grammar Schools of the city. School No. 47 had the greatest number (63) admitted; No. 45, was next in rank. Special mention should be made of Miss Katie Brown of No. 3, and Miss Sarah A. Wickes of No. 33, who each received the highest mark, ninety-seven (97) given at the examination. The Nineteenth Ward, in which the College is situated, sent seventy-one (71) successful candidates. This was the highest number from any one Ward in the City. The First, Fourth, Fifth, Sixth, Eighth, and Fourteenth had only twenty-six (26)

* By "Executive Ability," is meant the general character of the examination paper in History, or some other subject, as regards punctuation, the use of capital letters and the systematic arrangement of the work.

admitted. The statement is not made for the purpose of finding fault with the teachers, but to show how difficult it must be to maintain first grade classes in these localities. The children are taken from school at a very tender age and sent to work, and the simple fact is, that the best teachers in the world "can not make brick without straw;" they can not make College candidates without the pupils to fill their highest classes. If feasible, it would be a wise thing to make two College classes below Grand street, one on the East and the other on the West side of the city. The distance to walk to school would not be very great; and the advantage to the pupils would more than compensate for any loss of time, or for any annoyance consequent upon such a change.

While admissions to the College from some parts of the city may indicate efficiency in the instruction, non-admission, in every case, is by no means a proof of inferior teaching. Since the establishment of the College, the Fourth Ward School has been *relatively* as successful as No. 47. This explanation is due to those able and meritorious teachers, who in the face of almost insurmountable obstacles have accomplished so much in preparing students for the College. The public in reading the lists of admissions and rejections, (the latter ought not to be published,) can not easily understand the surrounding circumstances which militate against success in some neighborhoods.

A glance at the statistics will show that the average in all the subjects of study for admission, last June, was eighty-five (85) per centum, which was precisely the mark assigned to Algebra; that the highest marks were given to History (92), and Geography (93); and that the important and difficult subject of English

Grammar was marked eighty-eight (88) per centum. The average in Arithmetic was the lowest (77). In justice it must be stated that the questions in this subject, as well as in English Grammar, were purposely made unusually difficult, for the reason that the former is the foundation of all the higher mathematics and the latter of Rhetoric and English Literature. Less importance was attached to History and Geography, because they can be studied at any time without the aid of a teacher, and also because they are not what has been termed "link" studies. A failure in Arithmetic is really more fatal to the work of the College than failures in History, Geography and Algebra combined.

On the whole, the last examination for admission to the College was by far the most successful which we have ever held, and reflects the highest credit on the teachers, the principals and the general administration of the school system. While this commendation is well deserved, there is one evil that ought to be cured. Principals should not, in justice to their pupils, send candidates for examination until they have been, at least, one year in their highest classes. It would be useful to ascertain, in some way, what became of the two hundred and sixty-six (266) rejected applicants. Were they not, to a great extent, lost to the public schools? Were they not ashamed to return to their classes? Was not their education terminated by failure to enter the College? This is a very serious matter, and the Board of Education might prevent the evil by passing a law that no principal shall send a candidate from the second grade, nor until she has been at least one year a student of the first class. Investigation has revealed the fact that the great majority of the failures at the

examination had only been members of the highest classes for a few months. Hasty, immature preparation is not only injurious to the College and the schools, but a crime (however unwitting) against the children themselves. But the evil, deplorable as it is, does not end here. Unwholesome haste and imperfect preparation must permeate every class in the school; and thus the whole line is weakened, and the department depleted to the point of exhaustion. And what follows? Long, tedious lessons to be learned at home; parents converted into assistant teachers to instruct their children; irritation, fretfulness and detention after school hours; and last, and not least, complaints in the newspapers and attacks on the entire school system of the city. How easy and simple is the remedy for these evils! Let the principals retain their scholars one year longer; let them omit sending candidates for one year unless thoroughly prepared and mature in mind. Next year they would have excellent classes, and the whole school would be strengthened. "Make haste slowly" should be the motto of all, but more particularly of the teacher.

THE GRADUATES OF 1878.

The number of graduates last June was three hundred and fifty-seven (357). This was the largest and best class ever graduated. The total number graduated since 1870 is fifteen hundred and eighty-nine (1,589), and of these, over one thousand (1,000) have been employed in the public schools of the city. A few have found employment in the neighboring counties, and in other cities and states. Since the partial prostration of business in 1873, the graduates have experienced great difficulty in obtaining situations. The supply of teachers has exceeded the demand. That, how-

ever, is not the fault of the Normal College, which was established to educate and train teachers, not to find employment for them. A failure to prepare teachers in sufficient number to meet the requirements of the public schools might necessitate legislation by the Board of Education. While the Faculty and the Committee strain every nerve to find situations for the graduates of the College, believing them to be the best qualified junior teachers, yet we feel that the Institution is not a bureau for procuring places for people out of employment. The time has now arrived when, in filling vacancies in the different Wards, the trustees should give the preference to the College graduates. If a stranger be superior, let the graduate stand aside. But all things being equal, the daughter of the citizen who has paid taxes and helped to support the municipal government should be preferred. At least the stranger, not educated under our system, should be compelled to pass as severe an examination as that passed by the graduates of the College. We desire no monopoly of teaching. We ask simply for a clear stage and no favor.

It is very gratifying to learn from many quarters that the most accomplished and efficient principals in the city prefer the graduates to any other class of teachers. They appreciate the true foundation of thorough teaching, which is, first and foremost, a good education on the part of the teacher. The principal who comprehends his work knows that the young teacher needs experience, and that her fairly cultivated mind, her general knowledge of methods of teaching, and her practice in the Training School will enable him to fashion her, in a very short time, into an invaluable acquisition to his school. The few who now con-

demn the graduates do so, it is feared, to enhance the importance of their own positions; or perhaps because their experience has been unfortunately confined to the most feeble teachers, who found it impossible to obtain places elsewhere, and were glad to accept even the least inviting.

Teaching is an art, a science, a profession. There are underlying principles which must be comprehended; a knowledge of the head and the heart of a child which must be acquired; and correct and orderly methods of teaching that must be understood. The natural activity of the pupil must be appreciated and his individuality respected. One of the most atrocious crimes against the human race, ever invented by the ingenuity of man, was the old monitorial system of Bell and Lancaster. Nor is the system relieved of one iota of its deformity by reason of the well known benevolence of its founders. They were not the first men in this world who tried to do good to humanity and left nought but evil behind them. A system that placed whole classes of children at the most plastic age under the government of other children, with abundant opportunities to gratify petty passions and to lord it over their fellows, for the purpose of exhibiting their power, was dangerous as it was cruel. Out of this system sprang all the military drill and "pomp and circumstance" of spectacular shows which are no proper function of education, and should have nothing whatever to do with the work of instruction in the school room. It was out of this monitorial system that the habit of "ordering" grew; and from it arose, also, a sort of school machinery that destroyed the child's individuality, and merged him in the mass of children, until he thought and spoke and

acted just as every other member of the mass thought and spoke and acted. And this was education! The great aim of normal instruction is to put a stop to all this and to all the evils that followed it; to instruct the teachers so that they can win the attention of their pupils, govern them wisely, humanely and firmly, and develop what is good and destroy what is evil in their hearts; and, in a word, to so train and educate the children that they will grow up into good men and women, and good citizens of the Republic. The machine teacher knows nothing of this; he is buried up to his chin in ruts; his head is covered over with the dust of a past age; and he dislikes progress, improvement and the new methods. But he dislikes above all normal training and normal graduates; and well he may, for the time is rapidly approaching when they will drive him to the wall.

Common sense, or a sound judgment, (sometimes found in ignorant minds,) is, as a rule, the result of intellectual and moral training. The Normal Schools throughout the country have made, in many instances, the same mistake which the English made some years ago. They have trained their teachers on too slender a basis of education. The evils of such a course are self-evident. How can a young teacher comprehend the principles and methods of instruction without a previous knowledge of mental and moral science? A copious vocabulary of simple Saxon words is indispensable; and this vocabulary can only be acquired by a careful and comprehensive study of English Literature. The use of the right word in the right place—Swift's definition of good style—presupposes an acquaintance with Rhetoric and the art of Criticism. A good

teacher should understand sufficient of anatomy, physiology and hygiene to take care, not only of her own health, but that of the children committed to her care. Maturity of mind and body is another important factor in the estimate of an efficient teacher. Admitting students at the age of fourteen, and making them teachers at seventeen, was not the best method of securing the best results in the Primary Schools. The Board has recently raised the age at which the junior teachers can be appointed to eighteen years. This is a step in the right direction. It remains now to complete the work by making the course of study in the Normal College a four years' course instead of a three years' course, as at present. By this two great objects would be gained —maturity of mind and a better education. I beg leave to call the attention of the Board of Education to this very important matter.

PHYSICAL EXERCISE.

It is a law of the College that every student shall exercise her body for fifteen minutes daily, unless excused by the Lady Superintendent for cause. The exercises are so arranged by the teacher that every muscle of the body is brought into play. The value of this physical training can not be over-estimated. It relieves the mental faculties; it gives a wholesome vent to the overstrained nerves; it causes a healthy circulation of the blood, and it enables the instructors to command a closer and better attention to the work of the recitation room. Besides this, the students are permitted to talk for five minutes at the end of every recitation. Everything is done, consistent with a due performance of duty, to make the students of the College healthy and happy.

Owing to a wretchedly laid floor that emitted great quantities of dust, we were almost compelled to abandon the calisthenium, which would have been a calamity. But the Chairman of the Committee cured the evil by laying a new and beautiful floor.

THE TRAINING DEPARTMENT.

This is the right arm of the College. The addition of a fourth story has enabled your Board to establish, for the first time, a complete school, containing the fourteen grades, under one head. It is hoped that the Training Department will grow into a *model school.* It is certainly a model of economy; for owing to the fact that the special teaching of Music, French, German and Drawing is performed by members of the regular staff of teachers, a considerable sum of money is saved. The employment of but one chief saves at least $1,200. There are no vice-principals. Altogether, the school is conducted about twenty per cent. cheaper *per capita* than the other schools of the city. Nor is the education any the worse on this account. If the demand for admission is any criterion of the efficiency of the instruction, then this school must be ranked among the foremost in the city. Hundreds have been refused admission for lack of room.

All the instructors except two are graduates of the Normal College. They were selected on account of their special fitness for the work. Too much praise can not be given to Miss Parsels and her assistants for their ability and faithfulness. Even the five junior teachers appointed last summer have taught like veterans. There are, of course, differences in the degrees of ability, but it would not be fair at the present time to discriminate

among them. In speaking of these teachers, it must be borne in mind that they have a delicate task to perform—to accomplish a two-fold duty—to instruct the pupil teachers in the theory and practice of teaching, and faithfully to educate the young children committed to their care. It affords me great pleasure to state that the excellent condition of the Training Department is due in no small degree to the indefatigable energy and executive ability of the Hon. Wm. H. Wickham, the Chairman of the Normal College Committee.

THE SATURDAY SESSIONS.

The Saturday Sessions have been largely attended during the year just closed. The work has been chiefly of a normal nature. In addition to the regular public school teachers, there is a large class of under-graduates who are instructed in the rudimentary branches and in the methods of teaching them. The instructors have all performed their duties to my satisfaction.

In closing, I beg leave to thank my associates (faculty and tutors), for the kind feeling and loyalty with which I have been supported, and with which the rules and regulations have been enforced. I thank them also for the fidelity with which they have done the work assigned them, and for the complete harmony that has always prevailed among themselves, and in all their relations with the Alumnæ. Whatever success has been achieved has been owing in a great measure to the devotion and ability of the instructors and to the cordial support of the Committee and the Board of Education. The College owes a deep debt of gratitude to the Hon. Wm. H. Wickham and the

Hon. Wm. Wood for their unremitting efforts to build up the Institution, and to make it a credit to the great city that founded it.

Respectfully submitted.

THOS. HUNTER, PH. D.,

President Normal College.

DEPARTMENTS OF STUDY.

Latin and Literature.

PROF. DUNDON.

I beg to present to you the accompanying reports of the Department of Latin for the year beginning February 1st, 1878, and ending January 31st, 1879.

I enclose herewith the reports for English Literature, History, Rhetoric, Composition.

In the Third Grade the work performed in Latin by myself and assistants covers the ground marked out in the curriculum. In Virgil due attention has been given to syntax, scanning classical allusions, similes, beauties of the author, while all the passages which have passed into current quotation have been faithfully committed to memory. Here our aim has been to transfer the expression and spirit of the work to the mind of the student, rather than engage in philological subtleties or barren inquiries. In the case of the prose writer and orator Cicero, other opportunities were afforded us. Roman Life, Manners and Customs were introduced, and many points of Roman History were incidentally passed in review. While giving attention to these points, care was bestowed on extempore translation and on the rendering of English sentences into Latin. These exercises, besides their stimulating effect, served another very useful purpose: disguises were stripped off, and all the artifice revealed which students frequently employ in this branch of study.

Of course it is not pretended or expected that our students can become thorough Latin Scholars by the close of their graduating year. Such a result, though eminently desirable, is, in view of all the circumstances of the case, an evident impossibility. The work we propose to accomplish is more modest. It is this: to give a good ground work as regards the language, and a fair

knowledge of a few leading Latin Authors. In all respects the rule is adhered to of limiting the range, that the instruction may be sound as far as it goes. In this connection I wish to make acknowledgments of the efficient aid rendered by my two experienced tutors of the senior grade, and also of the valuable co-operation of the instructors who perform the hard drill work amongst Juniors and Introductories. Others there are who deserve excellent mention. I allude to the Teachers of History, all of whom, by their labors in the field of Mythology and kindred topics, impart fullness and strength to the instruction.

Report of the Department of Physics and Chemistry.

PROF. J. A. GILLET.

I beg to submit to you the following brief report concerning the departments of Mathematics and Physics for the year 1878.

In Algebra, there has been, in the introductory grade, a thorough review through simple equations, while radicals and radical equations have been taught in advance. In the senior grade, the fundamental principles of this subject have been reviewed and quadratic equations have been taken up in advance.

In Geometry, Hunter's Geometry has been begun and completed in the introductory grade, and the leading propositions have been reviewed in the senior grade.

Descriptive Astronomy has been taught in the senior grade.

The Mathematics in the introductory year have been taught by my assistants, Misses Mathews, Morgan, Leal, Phelps and Ely. The last two have given instruction only in this grade, while Misses Mathews, Morgan and Leal have also taught the Astronomy of the senior grade.

I have myself taught the Algebra and Geometry in the senior grade, and my aim has been not to sacrifice thoroughess, but to make the work for the students as light as possible, owing to the multitude of subjects which are pressing upon the attention of the candidate for graduation.

Instruction in the elementary portion of Natural Philosophy has been given in the junior grade by my assistants, Misses Woods and McGregor.

In the senior year, I have taught the subject of Physics by lectures, while the students have been catechised on the lectures by Miss Woods. We have aimed to give special prominence to the chemistry of the atmospheric elements, to the practical application of electricity, to the true theory of color, and to the transformation of energy in the great atmospheric phenomena.

Permit me to say in closing, that next to your own hearty support, the present satisfactory condition of my department is due to the marked fidelity and ability of my assistants.

Department of German.

PROF. CHAS. A. SCHLEGEL.

In handing you my report on the Instruction of German during the year ending December 31st, 1878, I am happy to say that the result of the work done in my department has been quite satisfactory. The examination papers of many of the graduates of last Summer would have honored a teacher of the language, and I expect that the average of the students of German graduating next summer will not fall behind their predecessors. Last Term the classes of the Introductories were taught by Miss H. McDonough, the Juniors by Miss J. Mitchels, the Senior classes by myself. The instruction begins with Reading and Writing, together with the first elements of Grammar. In the second year more time is devoted to the translation of longer extracts from authors and practical conversation; and in the third year the history of German Literature is given in German, with translations and explanations of more difficult pieces from the Classic Authors.

Natural Science.

PROF. E. H. DAY.

I beg respectfully to submit a brief report of the work of my Department during the past year.

The *Senior* Classes have received, during both terms, instruction in *Physiology*, 2 (two) hours per week, given by myself.

The *Junior* Classes have received, during both terms, instruction in *Botany*, 2 (two) hours per week, given by Miss Goodwin.

The *Juniors*, from January to June, also received elementary instruction in science, 1 (one) hour per week, given by myself. During the term which commenced September last, this third hour, to which my Department is entitled, was devoted to some other subject.

I believe that I can honestly say that, as heretofore, the progress of the students in the branches taught has been as satisfactory as the very slender opportunities afforded them could lead me to expect.

Should a fourth year be added to the course, I trust that ample time will be allotted to this Department, not only to enable us to make our present work less superficial; but also to give our students some opportunity of acquiring elementary ideas of Geology and Physical Geography, so that, as teachers, they may know something of the history, structure and condition of the earth upon which they live, and from which the children, whom they may teach, will directly or indirectly have to derive their subsistence.

Department of French.

PROF. EUGENE AUBERT.

During the past twelve months the work of the Department has been continued with unabated care and vigor. The course of study, as laid out for the previous years, has required but little modification. Daily experience, aided by a more familiar knowledge of my field of labor, and the desire of improvement, shows in what particulars our systems of instruction can be made more comprehensive and efficient, and no pains are spared in bringing it as near its perfection as circumstances allow. What I have to leave undone makes me often regret the hour which the necessities of the curriculum caused to be transferred from the Department of Languages to that of Science in the graduating year.

I take particular pleasure in commending the zeal and faithfulness of the ladies assistant, Mlle. de Wailly and Mme. Diaz.

The latter entered upon duty last February, shortly after the unlooked for death of the late senior assistant, Mme. Bassié, and has proved herself to be a valuable and energetic instructor. She received her appointment on the sole merit of scholarship, after a careful test by competitive examination. It may be observed to the credit of the College, that of the twelve candidates who competed, the second and third in rank were graduates of our class of '77.

In conclusion, Mr. President, let me say that I accomplish my work with a deepening sense of comfort and security under the vigilant and humane supervision you exercise, and accept my thanks for the support and confidence I receive at your hands in common with the other heads of departments.

Morals and Manners.

LADY SUPERINTENDENT, L. F. WADLEIGH.

There is little to be said in regard to the discipline, morals and manners of the College, in addition to what has been said in former reports.

The College, now substantially firm in all respects, moves on without the impediments attending the early struggles of organization and life.

It is a *living, progressive institution.* A spacious building, the faithful interest of the President of the Board of Education, the co-operation of the *efficient* Chairman of the Normal College Committee, all give strength and support in every department.

Since the rearrangement of grades, and the formation of the Probationary Class which includes those who, from incompetency or idleness, fail to receive promotion, the weaker element has gradually disappeared, thus contributing to order and to the *moral tone* of the College.

We do not aim at the martinet in discipline, to lay down rules for physical movements and attitudes. What we *wish* are *simple, unaffected,* lady-like manners, which adorn alike the class room or the drawing room.

The merry laugh at intervals of recitation, is always a welcome sound. Herbert Spencer asks "if sportive activities allowed to boys do not prevent them from growing up gentlemen, why should a like sportive activity allowed to girls, prevent them from growing up ladies?"

To a certain extent we indulge this merry activity, and I think we see in the cheerful faces that surround us, how much better a liberal discipline is than that which is constrained and stereotyped.

We have no disciplinary drills for show. Since the reopening of College in September not one hour has been given to any drill. Rules for assembling given in the class rooms, direct the movements, and the order at such time is almost self-governing.

In regard to the morals, I find the record of derelictions fewer than during any previous year.

It is encouraging to know that as students advance in grade, they become more sensible of their responsibilities, and more observant of their higher duties.

There should be no correction or discipline, whether the offence be light or grave, which does not enforce some moral lesson, leading the student to higher aims and to a nobler standard of conduct.

Music.

PROF. GEO. MANGOLD.

In the study of Music the Classes have been instructed as follows: In the science of Music, *first year*, Elements of music, the notes, rests, the staff and its degrees, the notes in 5 Clefs, the marks of prolonging and shortening, time, relation of notes, the scales; *second year*, the intervals and outlines of Harmony; *third year*, Harmony as far as the combination of triads and chords of the seventh, methods of teaching music in primary and grammar classes.

In vocal Music all the Classes have received the rudiments of the art of

singing (as far as they can be given in large sections), and have been trained to sing works of the best and classical masters, to improve their taste and style of singing. In their special lessons the classes of the second and third year have received instruction in reading music at sight, and in noting music by ear. All of these exercises have met with good success, and I feel obliged to render my sincere thanks to the Chairman of the Normal College Committee, and to you, Mr. President, for the kind interest you have taken in my Department.

Training Department.

ISABELLE PARSELS, SUPERINTENDENT.

The following report of this Department for the year ending with this date (December 30, 1878) is respectfully submitted:

The year has been one of prosperity to the school. The instructors have been blessed with health in a remarkable degree, and there has been comparatively little sickness among the children. The Register for January 1, 1878, numbered seven hundred and twenty-five (725), and for January 1, 1879, nine hundred and forty-five (945).

The average attendance from January 1 to June 1 was six hundred and twenty (620). From October 7, the date of reopening, up to the present, it was eight hundred and twenty-three (823). Exclusive of the Kindergarten, there are now twenty (20) classes, seven (7) of which correspond to the Grammar Grades of the Public Schools, and thirteen (13) to the Primary. A thorough examination of the entire school was made in February, and another, which should have occurred in June, has just been completed. The results prove that the progress of the classes is not at all retarded by the practical work of the Graduating Class.

The order of training exercises with the Class of '78, was essentially the same as that of the preceding year. Every Monday a specimen lesson was given by one of the regular teachers, and on the other four mornings of the week general lessons were conducted by the young ladies. An exhaustive discussion of the lessons followed the withdrawal of the children, every member of the class being responsible for a thorough analysis and criticism of the work. The members of the Graduating Class, when criticising, were required

to give reasons for their commendations, and to suggest means of avoiding or correcting the points considered objectionable. At the close of these exercises the young ladies were distributed among the different rooms, where at least one lesson was taught by them each day. Much blackboard work was insisted upon, and in all of the exercises and requirements we aimed to develop such power to teach, as can only result from actual practice, as well as to inspire a true estimate of a teacher's duties and responsibilities.

I take pleasure in acknowledging the excellent work done by the critic teachers, and the valuable assistance rendered by Miss Covell in Drawing, and Miss Calkins in Map Drawing. I beg, also, to express on behalf of my colleagues and myself, our appreciation of the improvements made in the building during the year, and to state that we shall always hold in grateful remembrance the kindly interest in the welfare of the school, which has been manifested by the President of the College, the Chairman of the Normal College Committee, and the President and other members of the Board of Education.

Report of the Drawing Department.

BY MISS A. C. COVELL.

I hope to show that substantial progress has been made in the department committed to my charge; that ability to accomplish the aim which you and the committee have in view, has been attained; and that students have been so instructed in Drawing and Design as to be able to impart a knowledge of these important subjects. I would state in this connection that drawing on the blackboard, so essential to teachers, has been constantly and carefully attended to. For those students not desiring to teach, it is hoped that the industrial drawing permeating the entire course may be useful in after life in opening avenues to art industries.

In consequence of the grading and proper classification of Drawing in the Primary and Grammar Schools, I have been able to achieve much better results during the year just closed.

In industrial drawing a judicious mixture of mechanical and artistic element is desirable. Effort has been made to observe and love the beautiful in nature. The influence of plants, of beautiful form and color, placed about and

within this building by the Hon. Wm. H. Wickham, has exerted a wholesome influence. It would do much for the development of the faculty for design which exists in a great degree in our children, if plants of graceful forms and of beautiful colors (when wild flowers are gone, or are inaccessible), if good casts, specimens of the ornamental work of the best period, architectural fragments, etc., were placed about the room, so that the teacher might talk intelligently of the principles of form.

The programme for every lesson of the year, for every class of every grade, is drawn up by myself. The course is practical, and as comprehensive as the time allowed for it will permit. Where I have not taught I have supervised as carefully as circumstances would permit. Written reports have also been presented to me. I would, in view of the nature of the work, respectfully recommend that some tutor assist me in correcting work of the Third Year students.

The general details of the course have been as follows:

First Year.—Training of the eye, and drill of the hand; fostering habits of accuracy by judging proportions; drawing free-hand plane geometric figures, curves simple and complex, historic figures, and vase forms on paper and blackboard:—dictation exercise:—combination of straight and curved lines within geometric forms to produce design:—plants conventionalized:—natural shapes traced in geometric figures:—designs, subject taken from natural foliage, for tiles and oil-cloth.

Second Year.—Linear perspective; memory drawing of the problems; geometric plane figures drawn with instruments:—Architectural adornment in outline:—Drawing in outline from geometric solids, plaster models of plants, and manufactured objects:—Analysis and drawing of plants and insects preparatory to design:—decoration, as applied to wall paper and china:—designs for lace and other useful objects:—blackboard drawing of objects illustrating the principles of perspective.

Third Year.—Studies in light and shade from plaster models, from natural and from manufactured objects, in pencil, charcoal and crayon:—distinct professional instruction given in the Training School:—lessons often conducted by the pupil teachers, after the lesson (the children being withdrawn), thorough criticism of the lesson followed.

A drawing made at home, once a week, has been required from each student, the subject being either design, or representation of objects in light and shade, or original lessons prepared for some class of primary or grammar grade, written out and presented for criticism.

Blackboard drawing in the College has been taught from objects.

Methods of Teaching.

JANE B. MERRILL.

I have been teaching but three months in the Department of Methods. In our first lessons we considered briefly the nature and need of Normal instruction, and the history of its progress. Appropriating the comprehensive motto of the great Pestalozzi, "Education has to do with the head, the hand, and the heart," we acknowledged thereby the necessity of studying child-nature in its entirety. This we have done. The principles of education upon which good methods are based have been freely discussed and illustrated. Emphasis has been laid upon the necessity of leading the child to discover knowledge largely for himself, founding new knowledge upon that already acquired, and proceeding step by step. Other subjects that have been considered I have space simply to enumerate. They are as follows: Advance and review lessons (methods of conducting, etc.), developmental work, including discussions upon the principles of questioning, illustrative teaching, class control and causes leading to it, desirable characteristics in the teacher's manner; also work in printing and phonetics.

NORMAL COLLEGE.

Graduates, June 27, 1878.

Abbott, Mary
Ackermann, Eugenia S.
Asiel, Adelaide
Amerman, Alice G.
Aylward, Mary
Artmann, Florentine E.
Alcott, Laura F.
Anderson, Ada J.
Aub, Sophie
Alexander, Hannah J.
Bleasby, Helen V. B.
Brodhead, Harriet H.
Bumsted, Caroline E.
Bernstein, Frances
Bartlett, Annie F.
Brown, Harriet N.
Boak, Julia H.
Bowker, Henrietta I.
Baldwin, Martha
Baum, Rebecca P.
Baum, Millicent
Bennett, Mary
Bush, Annie L.
Bernhard, Frances
Billy, Adele E.
Browning, Sarah E.
Butler, Eliza J.
Boniface, Rachel
Baker, Eva G.
Bartley, Leah
Behrens Emily
Beckwith, Emma
Baldwin, Jennette S.
Bardash, Carrie W.
Boyle, Margaret
Brown, Mary W.
Birmingham, Jennie
Birmingham, Florence
Beach, Annie
Berger, Louisa
Clark, Eleanor E.
Coe, Emily
Coffin, Mary E.
Connor, Louise A.
Cruikshank, Cora L.
Callahan, Lizzie F.
Carpenter, Idelette DeB.
Coddington, Ella
Conway, Ida F.
Cuisack, Katie T.
Carrington, Emily L.
Clark, Minnie V.
Callahan, Elizabeth A.
Childs, Annie
Clooney, Mary E.
Cobb, Minnie A.
Cornell, Ella
Cronk, Margery
Cafferata, Fannie
Chatony, Maggie L.
Cochrane, Emma
Colburn, Kate S.
Crommelin, Jennette B.
Cain, Lucie
Carroll, Kate
Carter, Mary E.
Clark, Margaret
Cowan, Bessie E.

Cregin, Rufina
Crook, Jane V.
Cumming, Emma
Chapman, Elizabeth
Chase, Cornelia M.
Cantrell, Mary J.
Dennis, Clara C.
Dempsey, Mary
Donohue, Maggie A.
Doyle, Gertrude M.
Drummond, Caroline N.
Dunbar, Mary
Davidson, Annie
Duane, Maggie L.
Duggan, Elizabeth A.
Dywer, Kate A.
Doak, Agnes M.
Dempsey, Lizzie
Dugan, Margaret
Devoe, Helen M.
Donohue, Margaret A.
Duggan, Elizabeth
Davison, Harriet
Everett, Emma N.
Ellsworth, Marion H.
Eckstein, Laura
Ellis, Alice
Evans, Mary R.
Evans, Alice J.
Eisig, Bertha J.
Farrell, Margaret
Farrell, Sarah
Favor, Ida L.
Fisher, Sarah
Friedman, Sarah
Fritze, Minnie
Fleming, Annie E.
Finley, Margaret E.
Freystadt, Sarah L.
Field, Ella
Field, Annie
Flannery, Delia
Farrington, Julia
Farley, Rose C.
Frankenheimer, Estelle
Ferris, Minnie
Fairchild, Jennie
Gregory, M. Irene
Gallagher, M. Grace
Gallagher, Annie E.
Glen, May
Goethals, Annie E.
Graham, Mary G.
Gibson, Fannie J.
Green, Adelaide
Gehrman, Emma
Geis, Mary A.
Gould, Sara
Goldenberg, Hannah
Gould, Emma E.
Grau, Gilda C.
Guinzberg, Eleanor
Guince, Mary
Gregory, Lizzie
Griffiths, Nettie J.
Hartley, Ida H.
Haggerty, Mary
Hays, Rachel P.
Hall, Mary H.
Hanna, Amy M.
Hassett, Lillie
Hayes, Mary A.
Hess, Matilda
Hughes, Lizzie S.
Hughes, Mary G.
Hagan, Anastasia
Haviland, Emma C.
Heilbrun, Emma C.
Holly, Julia E.
Hartigan, Annie M.
Hennessy, Kate M.
Heyman, Emma
Hill, Rebecca M.
Howe, Anastasia
Hays, Hannah A.
Hardy, Minnie

Hughes, Martha
Hirsh, Carrie
Hirsch, Fannie
Houtman, Mary G.
Hammill, Sarah A.
Heyman, Sarah
Holden, Eva
Iden, Mary E.
Jerome, Minnie E.
Jennings, Sarah F.
Jaycox, Clara
Joseph, Jennie
Jennett, Marie L.
Knaufft, Theodora M.
King, Mary L.
King, Manuela H.
Kimmelstiel, Jeanette
Kenyon, Mary H.
Knipe, Jennie E.
Kugler, Hattie A.
Katz, Francisca
Kaufmann, Emma
Kelly, Mary E.
Kelly, Teresa J.
Kennelly, Alice
Kaufman, Pauline
Keller, Pauline
Kennedy, Matilda
Kennedy, Sarah
Lewis, Mary A.
Lewis, Mary L.
Lazarus, Annie H.
Lederer, Louise
Lewinson, Selma
Leverich, Ida B.
Lowenstein, Emma
Leahy, Nellie M.
Lewis, Dora
Lott, Katie E.
Lewith, Emma N.
Lutterloh, Ida E. J.
Lyon, Adelaide
Lally, Delia
Lazarus, Alice
Lichtenstein, Emily
Lobdell, Joanna F.
Marchant, Sophie
Mayer, Rachel
McGiveny, Margaret A.
McGrane, Alice E.
McWilliams, M. Jennie
Mattison, Elizabeth
Mack, Laura
McArdle, Elizabeth M.
McCarthy, Lydia
McCarty, Mary C.
McMulkin, Matilda J.
Merritt, Edith A.
Masterson, Anna
McComb, Elizabeth M.
McElhinney, Rebecca
McKibbin, Emma J.
Meehan, Mary E.
Mesa, Conchita
Morrison, Sophie P.
Morrison, Sarah E.
Morrow, Laura F.
Memmell, Carrie
Molt, Mary
Moore, Jennie E.
Mosbach, Emma J.
Murray, Mary A.
McGaw, Agnes W.
McCullum, Margaret E.
McAuliffe, Ellen J.
Murphy, Mary
Morely, Margaret M.
McGuire, Mary E. F.
Metzger, Mary
McCarthy, Margaret M.
Mattison, Alice D.
Maloy, Mary
Meek, Amelia M.
Murray, Ellie J.
Mandel, Johanna
Morgan, Olive

Murray, Janette
Norris, Anabel
Nussbaum, Sarah
Nehrbas, Elizabeth
Neil, Mary
Onderdonk, Carrie H.
O'Neill, Emma F.
O'Leary, Agnes E.
Olney, Louisa B.
O'Brien, Margaret L.
O'Connor, Camilla E.
O'Grady, Annie E.
Oatis, Mary T.
Potter, Grace F.
Peyser, Hannah T.
Palmer, Eva
de Palma, Marianna
Parle, Alice V.
Petersen, Pauline
Perkins, Rose J.
Perley, Florence J.
Plugh, Gertrude A.
Pokorney, Antonia
Pollock, Esther L.
Parker, Ettie
Price, Kate W.
Quinn, Katie
Quill, Annie L.
Quigley, Kate M.
Richardson, Louise
Roeder, Amelia B.
Rollo, Maggie L.
Robinson, Mary H.
Roylance, Fanny W.
Riger, Christina
Raymond, Genevra E.
Reed, Anna S.
Reeve, Cornelia A.
Regan, Mary J.
Reynolds, Adelaide
Rosenthal, Virginia
Reilly, Kate L.
Rhoades, Lizzie
Rothschilds, Tillie
Redding, Teresa M.
Rogge, Emma
Ruggles, Jeanie
Sanford, Fannie
Scallon, Margaret F.
Scott, Frances
Simm, Annie
Sinclair, Annie H.
Smadbeck, Grace
Smith, Carrie L.
Spencer, Mary J.
Squires, Emily O.
Stein, Frances A.
Stevens, Jennie L.
Stone, Josephine E.
Stout, Mary B.
Strasberger, Hannah
Selleck, Florence M.
Shields, Annie B.
Siedenbach, Josephine
Sinnott, Mary V.
Smith, Emily P.
Sulzbacher, Mary
Sharp, Mary C.
Smith, Agnes
Smith, Annie M.
Smith, Emily G.
Sutherland, Manuela
Sanders, Bena
Sexton, Mary F.
Scherzinger, Minnie
Smith, Anna L.
Smyth, Sarah M.
Steinmiller, Adelaide
Sullivan, Margaret
Swainson, Bella P.
Schaettler, Caroline
Sinclair, Mary
Smith, Annie
Stadeker, Bertha
Simpkins, Melinda
Seligman, Carrie

Stone, Sarah
Sutherland, Elma
Terry, Flora E.
Tugwell, Isabel
Thistle, Margaret A.
Tuska, Sophie
Talbot, Mary
Townley, Rebecca
Thomas, Mary E.
Thornton, Henrietta C.
Tooker, Eliza
Van Iderstine, Louise
Vail, Julia
Vogel, Annie
Whitely, Emma E.
Woodle, Minnie
West, Myrtle
Wood, Marie T.
Wallace, Agnes
Walter, Anna
Weinberg, Miriam
Wetherbee, Adela
Whitley, Charlotte
Wilcox, Hannah
Warner, Leonora
Weir, H. Edna
White, Maggie K.
Ware, Laura
Wilson, Louise
Young, Matilda
Zenea, Piedad

A 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Dundon.
30	Abbott, Mary	86	92	1	0	0	0	
23	Bleasby, Helen V	88	90	3	0	0	0	
25	Brodhead, Harriet H	87	9	0	0	0	0	
40	Bumsted, Caroline E	80	93	3	1	0	0	
22	Clark, Eleanor E	89	93	4	0	0	0	
36	Coe, Emily	81	97	0	0	0	0	
32	Coffin, Mary E	83	97	0	0	1	0	
37	Conner, Louise A	81	93	4	0	0	0	
20	Cruikshank, Cora L	90	97	0	0	0	0	
14	Gregory, M. Irene	91	97	0	0	0	0	
25	Hartley, Ida H	87	95	2	0	0	0	
10	Haggerty, Mary	92	97	0	0	0	0	
2	Hays, Rachel P	95	96	1	0	0	0	
24	Jerome, Minnie E	87	89	5	3	0	0	
29	Knauft, Theodora M	86	93	4	0	0	0	
42	Lewis, Mary A	77	89	0	8	0	4	
40	Lewis, Mary L	80	90	5	2	0	0	
34	Marchant, Sophie	83	79	12	6	0	0	
43	Mayer, Rachel	76	90	6	1	0	0	
31	McGiveney, Margaret A.	84	89	3	5	0	0	
39	McGrane, Alice E	80	84	11	2	0	0	
36	McWilliams, M. Jennie	81	84	11	2	0	0	
9	Mattison, Elizabeth	92	97	0	0	2	0	
11	Norris, Annabel	92	97	0	0	0	0	
42	Onderdonk, Carrie H	77	88	7	2	0	0	
16	Peyser, Hannah T	91	81	16	0	0	0	
26	Palmer, Eva	87	86	8	3	0	0	
..	de Palma, Mariana	83	97	0	0	0	0	
7	Potter, Grace F	92	96	1	0	0	0	
12	Richardson, Louise	92	93	4	0	0	0	
21	Roeder, Amelia B	90	92	5	0	0	0	
25	Rollo, Maggie L	87	63	34	0	0	0	
17	Sanford, Fannie	91	97	0	0	0	0	
35	Scallon, Margaret F	81	93	4	0	1	0	
28	Scott, Frances	87	92	0	5	0	0	
27	Simm, Annie	87	92	5	0	0	0	
18	Sinclair, Annie H	90	96	1	0	0	0	
8	Smadbeck, Grace	92	95	2	0	0	0	
1	Smith, Carrie L	96	96	1	0	0	0	
4	Spencer, Mary J	94	93	4	0	0	0	
6	Squires, Emily O	92	96	1	0	0	0	
19	Stein, Frances A	90	95	2	0	0	0	
33	Stephens, Jennie L	83	94	2	1	0	0	

A 3d.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	PROF. DUNDON.
3	Stone, Josephine E.....	95	97	0	0	0	0	
43	Stout, Mary B.....	76	93	2	2	0	0	
13	Strasberger, Hannah....	91	93	3	1	0	0	
38	Terry, Flora E.....	80	91	5	1	1	0	
41	Tugwell, Isabel.....	79	89	8	0	0	0	
16	Van Iderstine, Louise....	91	95	2	0	0	0	
41	Whitely, Emma E.....	79	62	10	25	0	0	
5	Woodle, Minnie.....	93	86	11	0	0	0	
15	Zenea, Piedad.....	91	97	0	0	0	0	

B 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Gillet.
53	Ackermann, Eugenia S..	75	94	3	0	0	0	
11	Asiel, Adelaide.....	89	95	2	0	0	0	
23	Barnstone, Francis.....	84	95	2	0	0	0	
8	Bartlett, Annie F.....	89	97	0	0	0	0	
34	Brown, Harriet N.....	81	95	2	0	1	0	
20	Boak, Julia H.....	84	96	1	0	0	0	
12	Bowker, Henrietta I.....	87	95	2	0	0	1	
22	Callahan, Lizzie F.....	84	96	1	0	0	0	
14	Carpenter, Idellette DeB.	86	96	1	0	0	0	
29	Coddington, Ella.....	82	94	3	0	0	0	
40	Conway, Ida F.....	80	95	2	0	0	0	
15	Cuisack, Katie T.....	86	95	2	0	0	0	
30	Dennis, Clara C.....	82	96	1	0	0	0	
36	Demsey, Mary.....	81	96	1	0	0	0	
17	Donohue, Maggie A.....	84	95	2	0	0	0	
32	Doyle, Gertrude M.....	82	93	4	0	38	0	
17	Drummond, Caroline N..	84	93	4	0	0	0	
5	Everitt, Emma N.....	95	96	1	0	1	0	
50	Gallagher, M. Grace.....	81	95	2	0	1	0	
2	Hall, Mary H.....	96	96	1	0	0	0	
20	Hanner, Amy M.....	84	95	2	0	0	0	
38	Hassett, Lillie.....	80	96	1	0	0	0	
28	Hayes, Mary A.....	82	93	4	0	0	0	
41	Hesse, Matilda.....	79	96	1	0	0	0	
48	Hughes, Lizzie S.....	82	94	3	0	0	0	
16	Hughes, Mary G.....	85	96	1	0	0	0	
6	Jennings, Sarah F.....	93	97	0	0	0	0	
10	King, Mary L.....	89	94	3	0	0	0	
9	King, Manuela H.....	89	96	1	0	0	0	
25	Kimmelstiel, Jeanette ...	83	96	1	0	0	0	
42	Lazarus, Annie H.....	78	95	2	0	0	0	
13	Lederer, Louise.....	87	94	3	0	0	0	
51	Lewinson, Selma.....	75	87	10	0	0	0	
33	Mack, Laura.....	82	90	7	0	0	0	
4	McArdle, Elizabeth M...	95	97	0	0	0	0	
49	McCarthy, Lydia A.....	82	97	0	0	22	0	
35	McCarty, Mary C.....	81	92	5	0	0	0	
45	McMulkin, Matilda J....	76	96	1	0	0	0	
46	Merritt, Edith A.....	76	94	3	0	63	0	
42	O'Neill, Emma F.....	78	95	2	0	1	1	
27	Robinson, Mary H.....	82	94	3	0	1	0	
52	Roylance, Fanny W.....	75	96	1	0	0	0	
7	Selleck, Florence M.....	93	96	1	0	0	0	

B 3d.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	PROF. GILLET.
44	Shields, Annie B.....	77	95	2	0	0	0	
47	Siedenbach, Josephine...	75	93	4	0	0	0	
39	Sinnott, Mary V.....	80	89	8	0	0	0	
37	Smith, Emily P.....	80	94	3	0	3	0	
3	Sulzbacher, Mary.....	95	96	1	0	0	0	
24	Thistle, Margaret A.....	84	95	2	0	0	0	
1	Tuska, Sophie.....	97	94	3	0	0	0	
26	West, Myrtle.....	83	89	8	0	0	0	
19	Wood, Marie T.....	84	97	0	0	0	0	
30	Young, Matilda	82	97	0	0	0	0	

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Schlegel.
7	Amerman, Alice G	91	91	6	0	0	0	
20	Aylward, Mary	87	95	2	0	0	0	
39	Baldwin, Martha	83	94	3	0	0	0	
34	Baum, Rebecca P	84	92	5	0	0	0	
29	Baum, Millicent	85	87	10	0	0	0	
25	Bennett, Mary	86	95	2	0	0	0	
16	Bush, Annie L	89	95	2	0	0	0	
26	Carrington, Emily L	85	90	7	0	0	0	
19	Clark, Minnie V	88	95	2	0	0	0	
37	Dunbar, Mary	83	97	0	0	0	0	
22	Ellsworth, Marion H	86	95	2	0	0	0	
43	Farrell, Margaret	82	96	1	0	4	0	
30	Farrell, Sarah	85	93	4	0	1	0	
21	Favor, Ida L	87	92	5	0	0	0	
45	Fisher, Sarah	81	97	0	0	0	0	
46	Friedman, Sarah	81	90	7	0	0	0	
9	Fritze, Minnie	91	97	0	0	0	0	
31	Gallagher, Annie E	85	97	0	0	0	0	
52	Galligan, Nellie	71	77	20	0	0	0	
10	Hagan, Anastasia	90	96	1	0	1	0	
12	Haviland, Emma C	90	97	0	0	0	0	
1	Heilburn, Emma C	95	97	0	0	0	0	
36	Holly, Julia E	83	95	2	0	0	0	
24	Jaycox, Clara	86	97	0	0	0	0	
44	Joseph, Jennie	82	97	0	0	0	0	
2	Kenyon, Mary H	95	95	2	0	0	0	
18	Knipe, Jennie E	88	95	2	0	1	0	
4	Kugler, Hattie A	93	97	0	0	0	0	
11	Leverich, Ida B	90	97	0	0	1	0	
28	Lowenstein, Emma	85	91	6	0	0	0	
6	Masterson, Anna	91	96	1	0	0	0	
35	McComb, Elizabeth M	84	85	12	0	1	0	
23	McElhinney, Rebecca	86	97	0	0	0	0	
40	McKibbin, Emma J	83	95	2	0	0	0	
38	Meehan, Mary E	83	97	0	0	0	0	
17	Mesa, Conchita	88	97	0	0	0	0	
27	Morrison, Sophie P	85	95	2	0	0	0	
41	Morrison, Sarah E	82	97	0	0	0	0	
32	Morrow, Laura F	85	97	0	0	0	0	
5	Parle, Alice V	92	97	0	0	0	0	
48	Petersen, Pauline	80	97	0	0	0	0	
42	Quinn, Katie	82	96	1	0	0	0	
49	Riger, Christina	76	93	4	0	1	0	

C 3d.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Schlegel.
15	Sharp, Mary C	89	95	2	0	0	0	
47	Smith, Agnes	81	97	0	0	0	0	
50	Smith, Annie M	75	97	0	0	1	0	
3	Smith, Emily G	93	97	0	0	0	0	
33	Sutherland, Manuela	85	88	9	0	0	0	
51	Talbot, Mary	75	91	6	0	1	0	
14	Townley, Rebecca	90	97	0	0	0	0	
8	Wallace, Agnes	91	97	0	0	0	0	
13	Walter, Anna	90	97	0	0	0	0	

D 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Day.
1	Artmann, Florentine E..	95	95	2	0	0	0	
31	Bernhard, Frances.....	83	94	1	2	0	0	
45	Billy, Adele E.....	76	95	2	0	0	0	
43	Browning, Sarah E.....	77	86	6	5	0	2	
48	Butler, Eliza J.....	75	85	11	1	0	0	
19	Callahan, Elizabeth A...	87	97	0	0	0	0	
46	Childs, Annie.....	76	94	8	5	0	5	
44	Clooney, Mary E.....	78	91	6	0	0	1	
23	Cobb, Minnie A.....	86	96	1	0	0	1	
2	Cornell, Ella.....	94	90	7	0	0	1	
34	Davidson, Annie.....	82	96	0	1	0	0	
25	Duane, Maggie L.....	85	92	4	1	0	2	
28	Duggan, Elizabeth A....	84	91	6	0	0	0	
9	Eckstein, Laura.....	90	97	0	0	0	0	
39	Fleming, Annie E.....	80	93	4	0	0	0	
49	Glen, May.....	75	97	0	0	0	0	
10	Goethals, Annie E.....	89	97	0	0	0	0	
36	Graham, Mary G.....	82	90	7	0	0	0	
38	Hartigan, Annie M.....	81	85	12	0	0	0	
13	Hennessy, Kate M.....	89	94	0	3	0	4	
5	Heyman, Emma.....	92	91	5	1	0	0	
21	Hill, Rebecca M.....	86	94	1	2	0	0	
33	Jennette, Marie L.....	83	85	12	0	0	0	
27	Katz, Francisca.....	84	96	1	0	0	0	
2	Kaufman, Emma.....	94	95	2	0	0	0	
14	Leahy, Nellie M.....	88	94	3	0	0	0	
40	Lewis, Dora.....	80	91	5	1	0	3	
28	Lott, Katie E.....	84	90	7	0	0	0	
12	Memmel, Carrie.....	89	93	3	1	0	0	
4	Molt, Mary.....	93	93	3	1	0	1	
26	Moore, Jennie E.....	85	95	1	1	0	0	
16	Mosbach, Emma J.....	87	96	1	0	0	0	
37	Murray, Mary A.....	81	87	7	3	0	0	
6	Nussbaum, Sarah.....	91	87	10	0	0	0	
42	O'Leary, Agnes E.....	78	91	6	0	0	1	
11	Quill, Annie L.....	89	92	0	5	0	2	
15	Raymond, Genevra E....	87	87	6	4	0	1	
50	Reed, Anna S.....	75	88	6	3	1	1	
30	Reeve, Cornelia A.....	83	86	11	0	0	1	
18	Regan, Mary J.....	87	93	3	1	1	0	
51	Renne, Helen S.....	74	85	5	7	0	0	
35	Reynolds, Adelaide.....	82	89	4	4	0	3	
20	Sanders, Bena.....	86	97	0	0	0	0	

D 3d.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Day.
21	Sexton, Mary F.....	86	89	5	4	0	0	
24	Sherzinger, Minnie A....	85	95	2	0	0	1	
32	Smith, Anna L.....	83	94	2	1	0	0	
41	Smyth, Sarah M.....	79	92	5	0	0	0	
17	Steinmiller, Adelaide....	87	96	0	1	0	3	
41	Sullivan, Margaret.....	79	97	0	0	0	0	
47	Swainson, Bella P.....	76	93	3	1	0	2	
7	Thomas, Mary E.....	91	89	8	0	0	0	
8	Weinberg, Miriam.....	91	95	2	0	0	0	

E 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Woods.
42	Alcott, Laura F.....	75	96	0	1	0	1	
52	Anderson, Minnie.....	69	88	4	5	0	1	
22	Boniface, Rachel.....	79	89	4	4	0	0	
45	Brady, Ella A.....	73	90	2	5	0	0	
17	Baker, Eva G.....	81	94	0	2	0	0	
34	Bartley, Leah.....	82	96	1	0	0	0	
12	Behrens, Emilie.....	83	96	0	1	0	0	
35	Beckwith, Emma.....	81	86	1	10	0	0	
14	Cronk, Margery.....	82	88	4	5	0	1	
16	Cafferata, Fannie.....	81	93	2	2	0	1	
5	Chatony, Maggie L.....	88	82	15	0	0	0	
8	Cochrane, Emma.....	85	93	1	3	0	0	
23	Colburn, Kate S.....	79	96	1	0	0	0	
6	Crommelin, Jennette B..	87	86	9	2	0	0	
51	Carlin, Elizabeth.....	70	89	2	6	0	0	
28	Dwyer, Kate A.....	78	92	3	2	0	4	
9	Doak, Agnes M.....	84	94	2	1	0	1	
46	Eagen, Estelle B.....	73	79	5	13	0	0	
29	Finley, Margaret E.....	77	90	3	2	2	0	
41	Freystadt, Sarah L.....	75	92	5	0	0	1	
10	Field, Ella.....	84	96	1	0	0	0	
24	Field, Annie.....	78	94	1	2	0	1	
19	Flannery, Delia.....	81	93	3	1	1	0	
11	Farrington, Julia.....	84	90	3	4	0	1	
3	Gibson, Fanny J.....	89	94	2	1	0	8	
43	Green, Adelaide.....	75	96	0	1	0	0	
1	Gehrman, Emma.....	94	95	2	0	0	0	
53	Gass, Jennie.....	68	85	6	6	0	1	
13	Geis, Mary A.....	82	97	0	0	0	0	
7	Gould, Sara.....	86	93	3	1	0	0	
15	Howe, Anastasia.....	82	84	12	1	0	0	
37	Hays, Hannah A.....	80	97	0	0	0	2	
..	Hamilton, Henrietta.....	..	69	19	0	0	0	Dis. June 13, '78 Ded
47	Hamilton, Eugenia.....	72	89	6	2	0	0	Dis. June 27, 1878.
32	Kelly, Mary E.....	75	97	0	0	0	0	
25	McGaw, Agnes W.....	78	97	0	0	0	0	
20	McCullum, Margaret E..	80	97	0	0	0	0	
39	McAuliffe, Ellen J.....	79	96	1	0	0	0	
33	Murphy, Mary.....	75	94	2	1	0	0	
2	Morley, Margaret M.....	91	94	3	0	0	0	
38	McGuire, Mary E. F.....	81	97	0	0	0	0	
44	Metzgar, Mary.....	75	97	0	0	0	0	

E 3d.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS WOODS.
48	Norton, Henrietta.....	72	95	0	2	0	0	
38	Nehrbas, Elizabeth.....	80	95	1	1	0	3	
18	O'Brien, Margaret L.....	81	91	6	0	0	6	
49	Palmer, Kate M.....	71	74	19	4	0	0	
..	Quigley, Kate M.....	..	90	7	0	0	1	
21	Rosenthal, Virginia.....	79	97	0	0	0	0	
50	Rich, Kate A.....	71	90	7	0	0	0	
31	Reilly, Kate L.....	75	92	0	5	0	2	
26	Schaettler, Caroline.....	78	93	0	4	0	1	
30	Thornton, Henrietta C...	76	97	0	0	0	3	
27	Vail, Julia.....	78	90	5	2	0	2	
4	Wetherbee, Adella.....	88	95	1	1	0	0	

F 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Aubert.
16	Anderson, Ada I.....	86	96	1	0	1	0	
4	Baldwin, Jeanette S.....	91	88	7	2	0	0	
42	Bardash, Carrie W.....	75	96	0	1	0	1	
30	Boyle, Margaret.....	81	96	1	0	1	0	
20	Brown, Mary W.....	85	93	1	3	0	0	
12	Cain, Lucie.....	87	94	1	2	0	0	
26	Carroll, Kate.....	82	89	3	5	0	0	
41	Carter, Mary E.....	75	94	0	3	0	0	
36	Clark, Margaret.....	78	97	0	0	0	0	
38	Cowan, Bessie E.....	77	88	5	4	0	1	
27	Cregin, Rufina.....	82	91	4	2	1	0	
1	Crook, Jane V.....	95	96	1	0	0	0	
2	Cumming, Emma.....	94	97	0	0	3	0	
19	Dempsey, Lizzie.....	85	93	0	4	0	0	
35	Dugan, Margaret.....	78	97	0	0	0	0	
37	Ellis, Alice.....	78	96	1	0	0	1	
17	Goldenberg, Hannah.....	86	93	4	0	0	0	
10	Gould, Emma E.....	88	90	6	1	0	0	
6	Grau, Gilda C.....	90	88	4	5	0	0	
24	Guinzburg, Eleanor.....	82	97	0	0	0	0	
34	Hardy, Minnie.....	79	94	3	0	0	1	
8	Hughes, Martha.....	88	83	4	10	8	3	
25	Kelly, Teresa J.....	82	87	5	5	3	0	
39	Kennelly, Alice.....	76	77	2	18	0	0	
13	Lewith, Emma M.....	87	96	0	1	0	0	
22	Lutterloh, Ida E. J.....	84	92	2	3	6	1	
23	Lyon, Adelaide.....	83	91	4	2	0	0	
28	McCarthy, Margaret M..	81	96	0	1	0	0	
40	Maloy, Mary.....	76	92	1	4	0	0	
5	Mattison, Alice D.....	91	94	3	0	2	0	
17	Meek, Amelia M.....	86	96	1	0	0	1	
7	Neil, Mary.....	89	96	1	0	0	0	
3	Perkins, Rose J.....	92	96	1	0	1	0	
11	Perley, Florence J.....	87	95	2	0	0	0	
31	Plugh, Gertrude A.....	80	97	0	0	0	0	
33	Pokorney, Antonia.....	80	96	1	0	0	0	
15	Rhoades, Lizzie.....	86	97	0	0	0	0	
9	Rothschilds, Tillie.....	88	94	0	3	0	0	
32	Sinclair, Mary.....	80	91	0	6	0	0	
14	Smith, Annie.....	86	86	1	10	0	3	
29	Stadeker, Bertha.....	81	96	0	1	0	0	
21	Whitley, Charlotte.....	84	96	1	0	0	0	
18	Wilcox, Hannah.....	86	96	1	0	0	0	

G 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Holman.
1	Aub, Sophie	94	97	0	0	0	0	
28	Alexander, Hannah J	76	97	0	0	0	0	
37	Allen, Kathleen	62	82	7	8	0	1	
15	Birmingham, Florence	83	97	0	0	0	0	
15	Birmingham, Jennie	83	97	0	0	0	0	
23	Chapman, Elizabeth	80	86	3	8	0	0	
11	Chase, Cornelia M	84	97	0	0	0	0	
11	De Veau, Helen M	84	97	0	0	0	0	
20	Donohue, Margaret A	82	88	5	4	0	0	
35	Doran, Marie E. G	71	85	5	7	85	0	
2	Duggan, Elizabeth	91	97	0	0	1	0	
17	Evans, Alice J	82	92	2	3	1	1	
11	Evans, Mary R	84	92	2	3	1	0	
7	Farley, Rose C	85	94	0	3	0	0	
2	Frankenheimer, Isabella	91	95	2	0	0	0	
11	Guinee, Mary	84	96	1	0	1	0	
17	Hirsch, Fanny	82	96	1	0	3	0	
28	Hirsch, Carrie	76	96	1	0	0	0	
11	Houtman, Mary G	84	90	7	0	77	0	
31	Hammill, Sarah A	75	87	4	6	3	0	
36	Hazel, Jennie A	70	87	2	8	0	3	
24	Kaufman, Pauline	79	95	2	0	0	1	
20	Keller, Pauline	82	93	4	0	0	0	
24	Lally, Delia	79	86	7	4	85	0	
30	Lazarus, Alice	75	92	4	1	0	0	
27	Murray, Ellie J	79	92	3	1	0	0	
17	O'Connor, Camilla	82	93	2	2	1	0	
20	O'Grady, Annie	81	95	0	2	28	0	
5	Oatis, Mary T	89	97	0	0	0	1	
5	Pollak, Esther L	89	97	0	0	0	0	
32	Riley, Annie E	73	76	12	9	1	0	
8	Simpkins, Melinda	85	90	1	6	87	0	
33	Swartz, Annie	72	86	1	10	72	0	
34	Taylor, Annie	72	85	4	8	86	0	
24	Warner, Leonora	79	87	10	0	0	0	
7	Weir, Hattie E	85	97	0	0	0	0	
4	White, Maggie K	90	97	0	0	0	0	

H 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Mathews.
10	Beach, Annie	89	96½	½	0	0	0	
18	Berger, Louisa	86	94	3	0	0	0	
25	Cantrell, Mary J	82	96	1	0	0	0	
12	Davison, Harriet	88	97	0	0	0	0	
8	Eisig, Bertha J	90	91½	5½	0	0	0	
2	Fairchild, Jennie	95	96	1	0	0	0	
18	Ferris, Minnie	86	91	3	2	0	0	
10	Gregory, Lizzie	89	97	0	0	0	0	
20	Griffiths, Nettie J	84	94	3	0	0	0	
33	Hammond, Laura	64	90	1	6	1	0	
..	Henry, Annie C	..	53	44	0	0	0	Dis. June 27th, 1878.
16	Heyman, Sarah	87	90	7	0	0	0	
25	Holden, Eva	82	91½	3½	2	1	0	
20	Iden, Mary E	84	93½	3½	0	0	0	
32	Kennedy, Frances	69	78	9	10	0	0	
5	Kennedy, Matilda	93	97	0	0	0	0	
12	Kennedy, Sarah	88	97	0	0	0	0	
1	Lichtenstein, Emilie	96	96½	½	0	0	0	
6	Lobdell, Joanna F	92	96	1	0	0	0	
28	Mandel, Johanna	80	96	1	0	0	0	
12	Morgan, Olive	88	97	0	0	0	0	
12	Murray, Jeannette	88	97	0	0	0	0	
22	Parker, Ettie	83	89	4	4	1	0	
16	Price, Kate W	87	97	0	0	0	1	
29	Redding, Theresa M	78	85	8	4	0	0	
26	Rogge, Emma	81	96	1	0	0	1	
22	Ruggles, Jeanie	83	90	7	0	0	0	
3	Seligman, Carrie	94	94	3	0	0	0	
31	Stone, Sarah	70	79	13	5	0	0	
30	Sutherland, Elma	79	86	6	5	0	0	
22	Tooker, Eliza	83	95	1	1	0	0	
7	Vogel, Annie	91	87	10	0	0	0	
8	Ware, Laura	90	94	3	0	0	0	
3	Wilson, Louise	94	96	1	0	0	0	

A 2d.

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS MORGAN.
..	Barrett, Fannie T.....	..	33	64	0	1	0	
18	Buchanan, Cora L.....	85	95	2	0	1	0	
35	Bleakley, Sarah M.....	80	87	10	0	1	0	
8	Carroll, Julia F.....	90	96	1	0	0	0	
1	Chellborg, Julia R. S....	99	97	0	0	0	0	
3	Clock, Ella S.....	98	97	0	0	0	0	
33	Connolly, Annie E.....	81	94	3	0	0	0	
27	Collyer, Edith.....	83	81	16	0	0	0	
42	Cox, Margaret A.....	71	76	21	0	1	0	
34	Day, Emma E.....	80	84	3	0	0	0	
21	Donegan, Maggie A.....	85	85	2	0	1	0	
7	Davidson, Lizzie R.....	92	97	0	0	0	0	
22	Denison, Emma.....	85	95	2	0	0	0	
37	Einstein, Sarah.....	78	91	6	0	0	0	
25	Farley, Mary L.....	84	86	11	0	0	0	
..	Furman, Bertha M.....	..	93	4	0	0	0	
6	Hedden, Sarah B.....	92	90	7	0	0	0	
5	Janes, Martha R.....	93	97	0	0	0	0	
31	Jewett, Deborah.....	81	94	3	0	0	0	
15	Knipe, Susan E.....	87	95	2	0	0	0	
23	Lynch, Ellen L.....	85	93	4	0	0	0	
17	Langstadter, Clara.....	85	92	5	0	0	0	
40	Lindgren, Clara.....	76	93	4	0	0	0	
38	Murray, Margaret E.....	78	90	7	0	0	0	
23	Murray, Ella.....	85	87	10	0	0	0	
31	McDonald, Anna B.....	81	86	11	0	0	0	
28	McMains, Susie.....	83	97	0	0	0	0	
41	McMullin, Sarah.....	75	85	12	0	0	0	
18	Merritt, Charlotte B.....	85	82	15	0	1	0	
39	Menzies, Lillias.....	78	91	6	0	0	0	
29	Mettel, Dora.....	82	97	0	0	0	0	
9	Nichols, Sarah R.....	90	91	6	0	0	0	
25	O'Neil, Annie.....	84	97	0	0	0	0	
30	O'Rourke, Catherine....	81	91	6	0	0	0	
12	Prescott, Annie.....	89	91	6	0	0	0	
43	Reilly, Frances.....	67	91	6	0	1	0	
12	Stevens, Caroline J.....	89	97	0	0	0	0	
11	Teed, Edith.....	89	88	9	0	0	0	
14	Thompson, Minnie.....	88	85	12	0.	0	0	
2	Tuska, Helena.....	98	91	6	0	0	0	
12	Varnier, Louise C.....	85	97	0	0	0	0	
4	Wehle, Daisy.....	94	95	2	0	0	0	
36	Wiseman, Caroline.....	80	91	6	0	0	0	
16	Wetherbee, Mattie J....	86	91	2	0	0	0	
44	Walsh, Annie G.....	65	88	9	0	0	0	
10	Weinman, Caroline E...	90	90	7	0	0	0	

B 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Leal.
12	Adler, Rachel	89	94	3	0	0	0	
28	Angus, Evelyn	81	95	2	0	0	2	
32	Auerbach, Caroline	80	89	3	0	0	0	
21	Bennett, Ida F	84	96	1	0	0	0	
17	Boak, Cornelia	86	92	4	1	0	1	
12	Conner, Adelaide	89	94	3	0	0	0	
3	Dempsey, Blanche	93	96	1	0	0	0	
10	Foster, Mary C	90	97	0	0	0	0	
15	Frank, Henrietta	87	94	3	0	0	0	
43	Gilbert, Ellen E	71	82	13	2	0	0	
..	Glass, Betsey	..	22	10	65	0	0	Dis. June 27th, 1878.
39	Guthrie, Martha	77	97	0	0	0	0	
33	Harris, Eliza B	79	97	0	0	0	0	
23	Irving, Ella S	83	89	8	0	0	0	
33	Jacobs, Lizzie A	79	95	2	0	0	1	
6	Kolb, Henrietta	91	88	9	0	0	0	
39	Lane, Mary F	77	87	9	1	0	0	
23	Levy, Henrietta	83	90	7	0	0	0	
3	Mack, Rosa	93	95	2	0	0	0	
17	McDonough, Anna	86	97	0	0	2	0	
28	McLarin, Lena	81	95	2	0	0	0	
14	Mitchel, Annie	88	96	1	0	0	0	
17	Meyers, Marion	86	90	6	1	0	0	
33	Meyers, Carrie	79	88	9	0	0	0	
37	Montrose, Estelle	78	86	6	5	1	0	
23	Neagle, Mary C	83	95	2	0	0	0	
28	Newberger, Hannah	81	92	5	0	0	0	
41	Norris, Clara	76	95	2	0	0	0	
2	Patterson, Virginia	95	84	13	0	0	0	
28	Pockridge, Annie	81	94	3	0	0	1	
6	Potter, Annie	91	95	2	0	0	0	
17	Powers, Frances	86	97	0	0	0	0	
3	Quigg, Agnes T	93	93	4	0	0	0	
15	Ritz, Louise	87	93	4	2	0	0	
6	Salberg, Emma J	91	92	5	0	0	0	
21	Smith, Isabel C	84	94	3	0	0	0	
44	Snow, Carrie	72	89	8	0	0	0	
23	Sanders, Eliza A	83	97	0	0	0	0	
33	Taddiken, Wilhelmina	79	93	4	0	0	0	
41	Treacy, Agnes E	76	92	5	0	0	0	
6	Valentine, Louise	91	91	6	0	0	0	
1	Walker, Ida	95	93	4	0	0	0	
27	Weyman, Sarah A	82	94	3	0	0	0	
10	Woll, Emma L	90	95	2	0	0	0	
37	Zirker, Caroline	78	96	1	0	2	0	

C 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Willard.
10	Bruce, Frances I	88	93	3	1	0	0	
6	Bailey, Mary McA	91	95	2	0	0	0	
21	Birkins, Etta J	80	88	9	0	2	0	
5	Brady, Mary L	92	94	4	1	1	0	
41	Bellows, Adelaide J	60	96	6	4	0	0	
33	Cavanagh, Ida I	73	89	0	8	0	4	
16	Coombe, Elizabeth	84	91	0	6	0	0	
12	Cull, Mary C	87	87	7	3	0	0	
28	Cunningham, Mary F	77	93	4	0	0	0	
31	Dinklespiel, Hannah	74	93	2	2	0	0	
..	Donegan, Hannah A	..	88	3	6	0	0	
14	Dorn, Serina	86	96	1	0	0	0	
13	Earle, Julia S	86	94	2	1	0	0	
2	Emminger, Lavinia	93	92	4	1	0	0	
36	Frost, Mary J. A	70	96	0	1	0	1	
30	Fisher, Emma	75	93	2	2	1	0	
3	Fulda, Melia	93	91	3	3	0	0	
27	Goldie, Hannah	77	83	8	6	1	0	
15	Goodman, Hulda	85	96	0	1	0	0	
18	Harrington, Frankie L	81	90	7	0	0	0	
20	Horton, Hattie E	81	94	0	3	0	0	
37	Higgins, Bridget J	71	94	1	2	0	0	
7	Helms, Minnie	90	92	0	5	0	0	
17	Hauston, Julia	83	95	1	1	0	0	
24	Irving, Mamie T	78	89	7	1	2	0	
39	Kemp, Pauline	69	93	3	2	1	1	
1	Kilpatrick, Martha	94	96	1	0	0	0	
35	Kay, Annie L	72	94	0	3	0	0	
40	Lee, Rosa M	62	92	4	1	0	1	
38	Lockridge, Elizabeth A	71	90	7	0	0	0	
..	Lewis, Carrie	..	15	8	5	0	0	Dis. March 15th, 1878.
11	McConnell, Elizabeth A	88	92	2	3	0	1	
4	McCabe, Maggie R	93	93	1	3	0	0	
26	Miller, Matilda H	78	96	1	0	0	0	
..	Murray, Alice J	..	74	11	2	2	0	
9	Oppenheimer, Hannah	88	95	1	1	0	0	
22	Paulsen, Rachel	79	86	9	2	0	0	
18	Pfenning, Pauline	81	97	0	0	0	0	
29	Pierson, Mary J	76	76	17	4	0	1	
23	Phair, Maria	79	95	0	2	0	0	
..	Ryan, Addie C	..	36	48	13	1	0	
..	Sawyer, Genevra	..	86	2	9	0	0	
34	Thomas, Carrie E	74	95	2	0	0	0	
..	Thompson, Jennie F	..	10	87	0	0	0	
8	Vail, Helen S	90	97	0	0	0	0	
32	Wegener, Anna L	74	91	1	5	0	0	
24	Whitehead, Sarah	78	89	2	6	0	0	

D 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Phelps.
46	Biegel, Gertrude E.....	66	87	10	0	0	0	
14	Burgemeister, Henrietta.	84	97	0	0	0	0	
2	Brull, Mary M.....	93	91	6	0	0	0	
39	Barrington, Jennie.....	72	94	3	0	0	0	
16	Cohen, Hannah.....	84	97	0	0	0	0	
24	Condon, Mary.....	78	94	0	0	0	0	
17	Cole, Nellie L.....	82	97	0	0	0	0	
11	Cassidy, Maria F.....	86	95	0	0	0	0	
21	Cornell, Eveline.....	81	96	0	0	0	0	
40	Coughlan, Salome A.....	71	91	6	0	2	0	
45	Church, Emma E.....	68	90	7	0	2	0	
44	Fulmer, Christina L.....	69	91	6	0	0	0	
34	Finch, May L.....	74	89	10	0	0	0	
25	Glassford, Jean.....	78	94	3	0	0	0	
27	Garner, Nellie.....	77	91	6	0	0	0	
28	Heynen, Louise A.....	77	94	3	0	0	0	
28	Hanlon, Mary J. A.....	77	96	2	0	0	0	
8	Hauser, Bertha C.....	89	94	3	0	0	0	
12	Horne, Agnes.....	86	97	0	0	0	0	
22	Hayes, Mary N.....	79	97	0	0	0	0	
32	Hays, Julia.....	75	96	1	0	0	0	
6	Heylbut, Johanna.....	90	97	0	0	0	0	
30	Harris, Elizabeth.....	76	96	1	0	0	0	
20	Henderson, Jane.....	81	96	1	0	0	0	
17	Jones, Jennie A.....	83	97	0	0	0	0	
1	Lavendol, Adele A.....	94	94	3	0	0	0	
4	Lavendol, Florence.....	92	97	0	0	0	0	
7	Lederer, Rosa.....	89	96	1	0	0	0	
5	Liebman, Ida.....	91	97	0	0	1	0	
14	Lemlein, Matilda B.....	84	96	0	0	0	0	
8	Leyendecker, Rosamond.	88	91	6	0	0	0	
41	McGrane, Mary.....	70	95	2	0	0	0	
36	Mohr, Deborah.....	73	97	0	0	0	1	
37	Murphy, Katie.....	72	91	6	0	2	2	
3	Marcus, Fannie.....	92	91	6	0	0	0	
28	McGill, Mary T.....	77	93	4	0	0	0	
48	McGrath, Charlotte L...	56	95	2	0	0	0	
43	Monaghan, Elizabeth....	70	91	6	0	0	1	
33	Noble, Anna E.....	74	94	3	0	0	0	
38	O'Neill, Nellie.....	72	92	5	0	0	0	
25	Prager, Gertrude.....	78	87	10	0	0	0	
33	Peoples, Kate J.....	75	97	0	0	0	1	
13	Prunty Mary G.....	84	97	0	0	0	0	

D 2d.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS PHELPS.
19	Schiele, Laura	81	92	5	0	0	0	
18	Slocum, Margaret	82	84	13	0	0	1	
22	Southerland, Ida E	79	94	3	0	0	3	
42	Stainton, Annie E	70	96	1	0	0	2	
9	Taylor, Mary E	87	97	0	0	2	0	
35	Wasdell, Ellen	73	97	0	0	0	0	
10	Wechsler, Ida	87	97	0	0	0	0	
33	Woodhull, Fannie L	74	90	7	0	0	0	
30	Weber, Mary A. L	76	97	0	0	0	0	
47	Watson, Rowena	65	96	1	0	0	0	

E 2d.

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS MCGREGOR.
41	Billings, Emily	65	69	28	0	0	0	
15	Britton, Jennie A	79	95	2	0	0	1	
40	Cowen, Isabella A	66	91	6	0	0	1	
7	Cameron, Maria	85	88	9	0	0	0	
32	Callan, Mary	73	92	5	0	0	0	
31	Davis, Della	74	83	14	0	0	0	
34	Doran, Katie A	72	95	2	0	0	0	
15	Du Moulin, Ella	79	93	4	0	0	0	
2	Eckman, Hattie	91	97	0	0	1	0	
23	Fall, Mary A	77	95	2	0	0	0	
28	Finch, Jessie L	75	94	3	1	0	0	
..	Fowler, Margaret L	..	0	97	0	0	0	Dis. May 24th, 1878.
5	Goldie, Sarah	86	96	1	0	0	0	
43	Grant, Maggie	56	82	15	0	0	0	
41	Gregory, Hattie	65	92	5	0	0	0	
9	Gleeson, Ellie A	83	91	6	0	0	0	
32	Harder, Maggie	73	92	5	0	0	0	
39	Haslett, Maggie	69	91	6	0	1	0	Dis. June 27th, 1878.
44	Haight, Hattie M	53	93	4	0	0	4	
11	Harris, Sarah	82	94	3	0	1	0	
14	Jones, Agnes	80	92	5	0	0	0	
38	Knox, Ella	68	88	9	0	2	0	
5	Kennedy, Mary F	86	93	4	0	1	0	
39	Kerby, Mamie	67	91	6	0	0	0	
1	Kelly, Mary	92	96	1	0	0	1	
..	Lanigan, Annie	..	0	97	0	0	0	Dis. June 27th, 1878.
15	Magenheimer, Amelia	79	91	6	0	0	0	
21	McGowan, Hannah	78	95	2	0	0	0	
15	Myers, Rosa	79	93	5	0	0	0	
24	McNally, Emeline	76	93	5	0	0	0	
28	McGrew, Sarah	75	94	4	0	0	0	
15	McManus, Mary A	79	96	2	0	0	0	
24	Pike, Frances	76	96	2	0	0	0	
13	Rice, Theresa	81	92	6	0	0	0	
24	Rauch, Ida G	76	87	11	0	1	0	
..	Shannon, Bridget	..	87	11	0	0	0	
28	Sheridan, Mary E	75	98	0	0	0	0	
34	Smith, Mary	72	93	5	0	4	0	
24	Shanley, Lizzie	76	92	6	0	0	0	
36	Stackpole, Lizzie	71	90	8	0	1	0	
11	Uihlein, Margaretta	82	95	3	0	0	0	
7	Willis, Julia V	85	88	10	0	0	0	
3	Wiley, Rachel	90	98	0	0	0	0	

E 2d.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS MCGREGOR.
4	Ward, Gertrude.....	89	92	6	0	0	0	
9	Weir, Kate A.....	83	93	5	0	0	0	
15	Youngs, Addie M.....	79	87	11	0	0	0	
21	Zuckerman, Gertie.....	78	89	9	0	0	0	

F 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Carr.
20	Anderson, Kate	86	96	1	0	1	0	
12	Bassié, Adele	88	91	6	0	0	0	
36	Besselievre, Leila	80	95	1	1	0	0	
28	Briggs, Mary H	84	88	9	0	0	1	
18	Bergamini, Theresa	86	92	1	4	0	0	
17	Blauvelt, Addie	87	81	15	1	0	0	
9	Bliss, Mary	90	87	10	0	0	0	
24	Balmore, Jennie	84	97	0	0	0	0	
16	Blauvelt, Marion	87	97	0	0	0	0	
30	Berger, Anna	82	92	4	1	0	0	
5	Crane, Lizzie	91	97	0	0	0	0	
32	Charlton, Annie M	82	91	5	1	0	1	
6	Coffin, Marietta	91	94	3	0	0	0	
32	Corwin, Fanny	82	96	1	0	0	1	
39	Corbit, Jessie	79	67	30	0	0	0	
41	Cooper, Adelaide V	76	73	17	7	1	1	
48	Devlin, Mary	75	92	4	1	0	0	
38	Demarest, Lizzie	80	83	13	1	0	0	
8	Eisig, Bella	90	88	7	2	0	0	
15	Foster, Kate	87	82	9	6	0	0	
24	Fielder, Abbie C	84	94	2	1	0	0	
37	Gwynne, Mary	80	81	16	0	0	0	
14	Glatz, Blanche	88	96	1	0	0	0	
19	Gilham, Clara	86	90	6	1	0	0	
30	Hamill, Lizzie E	82	90	5	2	0	1	
5	Hoch, Emily	72	91	6	0	0	0	
47	Hudson, Lizzie	76	88	4	7	0	1	
13	Heyman, Christine	88	90	6	1	0	0	
6	Hopps, Jennie	91	89	8	0	0	1	
46	Hughes, Agnes	76	77	20	0	0	1	
4	Heggi, Rosaline	93	96	1	0	0	0	
2	Hay, Janet M	93	97	0	0	0	1	
34	Koegel, Bertha	81	97	0	0	0	0	
27	Laird, Alicia	84	71	20	0	6	0	
1	London, Theresa	95	94	3	0	0	0	
53	Mead, Minnie	66	79	11	7	0	1	
24	Mathews, Katherine	84	95	2	0	0	0	
23	Massie, Laura	85	91	6	0	0	1	
10	McKeag, Mary	89	90	7	0	0	2	
28	Murray, Agnes	86	92	5	0	0	0	
43	Munson, Anna	78	97	0	0	0	0	
35	Patterson, Libbie J	81	94	3	0	0	0	
29	Parisot, Mamie	83	79	16	2	0	0	

F 2d.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Carr.
21	Rich, Carrie	86	83	14	0	0	0	
40	Schoonmaker, Eugenia	79	82	10	5	0	0	
52	Schoonmaker, Elizabeth	70	84	7	6	0	0	
44	Sherwood, Josie	78	91	2	4	0	0	
50	Smith, Clara	73	82	9	6	0	0	
42	Steinert, Helen	78	91	6	0	0	0	
45	Toal, Lemmie	76	97	0	0	0	0	
11	Tilton, Emma	89	97	0	0	0	0	
2	Tobias, Eleanor	93	90	6	1	0	0	
..	Van Arsdale, Minnie	..	45	35	17	0	0	
48	Whitney, Annie	75	97	0	0	0	0	
..	Williams, Carrie	..	35	3	0	0	0	Dis. March 27th, 1878.

G 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Goodwin.
15	Adler, Frances	88	87	10	0	0	0	
3	Ashfield, Ada C	94	96	1	0	3	0	
40	Brainard, Harriet G	78	91	4	2	0	0	
20	Bennett, Annie F	86	96	1	0	0	0	
27	Curran, Annie A	85	89	5	3	0	1	
39	Colquitt, Mildred T	78	88	9	0	1	0	
..	Crowell, Caroline M	..	38	2	0	0	0	Dis. March 29th, '78.
45	Crowe, Margaret F	75	90	7	0	0	0	
48	Donar, Teresa L	70	93	1	3	0	0	
29	Earle, Ella C	83	97	0	0	2	0	
35	Ely, Katherine	80	84	13	0	0	0	
25	Ferguson, Minnie	85	97	0	0	0	0	
24	Flynn, Rebecca W	85	96	1	0	0	0	
11	Harris, Lillian	90	92	5	0	0	0	
50	Hughes, Annie E	67	89	8	0	0	0	
32	Howard, Caroline A	82	92	5	0	0	0	
7	Holmes, Grace C	92	96	1	0	1	0	
38	Hough, Mary S	79	97	0	0	0	0	
26	Kayton, Rachel	85	93	4	0	0	0	
..	Latus, Kate	..	94	3	0	0	0	
14	Lloyd, Eglantine	89	96	1	0	0	0	
41	McCusker, Annie F	78	94	3	0	0	0	
12	McEvily, Mary	90	92	5	0	0	0	
4	McGreery, Emma L	94	96	1	0	0	0	
19	McCready, Henrietta S	86	97	0	0	1	0	
18	Murphy, Mary R	87	97	0	0	0	0	
36	Murray, Susan A	79	88	9	0	0	4	
17	McBarron, Anna	88	95	2	0	2	0	
34	McCarthy, Emma R	81	90	7	0	0	0	
37	Montfort, Myra M	78	96	1	0	0	0	
9	Nicholson, Mary E	92	89	8	0	0	0	
..	Newlin, Josephine	..	38	5	0	0	0	Dis. April 9th, 1878.
44	North, Laura	76	95	2	0	0	0	
8	Newman, Minna	92	95	2	0	0	0	
46	Nugent, Ellen	74	75	22	0	0	1	
23	Penny, Annie A	86	97	0	0	0	0	
1	Pennington, Emma G	94	97	0	0	1	0	
43	Pratt, Mary A	76	96	1	0	0	0	
51	Plunket, Annie	62	77	20	0	0	0	
16	Ramsey, Josephine	88	89	8	0	0	0	
5	Robertson, Jeanie	93	90	7	0	0	0	
1	Rayner, Ida L	94	97	0	0	0	0	
33	Swanton, Ella M	82	93	4	0	0	0	

G 2d.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS GOODWIN.
30	Suling, Sophia M.....	83	97	0	0	0	0	
10	Signa, Ella.....	91	84	13	0	0	0	
42	Twoomey, Margaretta...	79	95	2	0	0	1	
29	Trowbridge, Anna.....	86	97	0	0	2	0	
13	Van Zandt, Jessie M.....	89	96	1	0	2	0	
31	Weisel, Lenora.....	82	85	12	0	0	0	
49	Waters, Elizabeth.....	67	90	7	0	41	0	Dis. June 27th, 1878.
22	Winterton, Jessie M.....	86	92	5	0	0	2	
28	Wilbur, Mary A.....	84	79	18	0	0	2	
5	Woodleaf, Bertha.....	93	93	4	0	0	0	
47	Westendorf, Elizabeth...	71	88	9	0	0	0	

H 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Mitchels.
31	Batterman, Emma	82	94	3	0	0	2	
5	Bell, Emma	91	96	1	0	1	0	
41	Blake, Ella	71	93	4	0	0	0	
19	Bussell, Sophia	85	78	17	2	0	0	
..	Bolacker, Anna	..	76	14	7	0	0	
9	Birkenmayer, Elizabeth	88	83	8	6	0	0	
26	Cassley, Anna	82	97	0	0	0	0	
25	Castellanos, Leila	83	89	8	0	0	0	
2	Castellanos, Tointa	95	91	6	0	0	0	
21	Chamberlain, Alice	84	91	6	0	0	0	
23	Clark, Elizabeth	84	71	26	0	0	0	
18	Core, Ella	85	96	0	1	0	0	
15	Crocheron, Josephine	86	92	0	5	1	0	
24	De Vinne, Hannah	83	86	7	4	0	0	
44	Davis, Katie	58	97	0	0	0	0	
40	Devine, Margaret	76	96	1	0	0	0	
35	Ellison, Clara	80	94	3	0	0	0	
6	Friend, Eugenia	90	90	3	4	0	0	
1	Foggin, Sarah	95	92	3	2	0	0	
11	Feeks, Matilda	87	88	8	1	2	0	
38	Gates, Fannie	78	97	0	0	0	0	
8	Goodwin, Mary	89	94	2	1	0	0	
..	Hays, Ida	..	96	0	1	1	1	
3	Hardy, Elizabeth	93	97	0	0	0	0	
9	Hart, Rachel	88	92	5	0	0	0	
16	Holly, Jane	85	92	4	1	1	0	
4	Hume, Kate	91	70	24	3	1	0	
30	Hutchinson, Kate	82	88	3	6	1	2	
28	Kerr, Margaret	82	76	10	11	0	0	
32	Kennelly, Helen	81	86	4	7	0	0	
13	Kelly, Martha	87	89	4	4	0	0	
27	Kensing, Mary	82	92	0	5	0	0	
16	Kirkham, Susanna	85	97	0	0	1	0	
7	Kennard, Grace	90	96	1	0	1	0	
12	Luby, Catherine	87	82	9	6	0	0	
36	Martin, Maud	80	90	6	1	0	0	
42	Mason, Sarah E	70	59	29	9	0	0	
34	McIntyre, Estelle	81	89	7	1	1	1	
28	McComber, Carrie	82	82	8	7	0	0	
37	Panick, Mary	79	97	0	0	0	0	
14	Pearson, Mary	86	96	1	0	0	0	
33	Roche, Kate G	81	68	16	13	1	3	
22	Schuster, Minnie	84	93	3	1	0	0	

H 2d.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS MITCHELS.
38	Smith, Martha.....	78	95	2	0	0	0	
20	Steen, Martha.....	84	94	3	0	0	0	
..	Story, Ida D.....	..	0	0	18	0	0	Dis. March 1st, 1878.
43	Tompkins, Susan.....	69	92	4	1	0	0	

I 2d.

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS SMYLY.
13	Banks, Lizzie N.....	89	81	16	0	0	0	
30	Barton, Ella M.....	84	95	2	0	0	0	
7	Black, Minnie A.....	91	97	0	0	0	1	
34	Blackledge, Lizzie B.....	83	91	5	1	0	1	
43	Bosse, Mary.....	77	92	4	1	0	0	
16	Carmick, Alice B.....	88	84	13	0	0	0	
16	Core, Annie S.....	88	96	1	0	0	0	
20	Cummings, Margaret....	88	88	9	0	0	0	
44	Day, Emilie C.....	76	92	5	0	0	0	
8	Dailey, Hattie N.....	90	86	11	0	0	0	
27	Dolon, Agnes C.....	85	87	10	0	0	0	
11	Gildersleeve, Florence I.	90	95	2	0	0	0	
21	Goldenberg, Minnie.....	87	93	3	1	0	1	
36	Goodale, Maude M.....	82	94	2	1	0	1	
30	Gregory, Lizzie C.....	84	80	17	0	0	0	
32	Hadley, Libbie.....	83	84	12	1	0	0	
2	Hooper, Mary L.....	94	94	3	0	0	0	
4	Jacobs, Jeannette.....	93	95	2	0	0	0	
22	Krausz, Tillie.....	87	93	4	0	0	0	
18	Kuh, Carrie.....	88	95	1	1	0	0	
33	Lewis, Isabelle.....	83	79	17	1	0	0	
19	Lurch, Julia.....	88	95	2	0	0	0	
40	Lyon, Juliette.....	79	92	4	1	0	0	
6	Morgan, Sarah F.....	93	97	0	0	0	0	
13	Mattison, Hattie R.....	89	89	7	1	0	1	
26	Power, Kate.....	85	92	5	0	0	0	
..	Provost, Lilian.....	..	52	45	0	0	1	
12	Rose, Isabella.....	90	89	7	1	0	0	
37	Reid, Mary A.....	81	96	1	0	0	0	
23	Scouler, Mary L.....	86	97	0	0	0	0	
25	Sturtevant, Annie J.....	86	79	17	1	0	0	
38	Sundmacher, Mary G....	80	94	3	0	0	0	
42	Silverman, Emily.....	78	94	2	1	0	0	
41	Seiler, Lizzie.....	79	90	7	0	0	0	
28	Sauer, Lena.....	85	96	1	0	0	0	
1	Striem, Gussie.....	95	89	8	0	0	0	
35	Soulleyet, Kate G.....	82	97	0	0	0	1	
..	Stollmeyer, Ida.....	..	69	11	15	0	0	
29	Smith, Louise.....	84	88	8	1	0	0	
4	Thielman, Sophie A.....	93	88	7	2	1	0	
15	Torrey, Grace E.....	89	88	7	2	0	0	
24	Trench, Rose A.....	86	75	20	2	1	0	
8	Urban, Mary L.....	91	89	8	0	0	0	
10	Wurzbach, Alberta.....	90	88	8	1	0	0	
39	Young, Anna.....	80	80	17	0	0	2	
2	Zimmerman, Bertha.....	94	92	5	0	0	0	

A G.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Kennedy.
22	Barrett, Agnes	85	94	3	0	0	0	
35	Bach, Augusta M	77	94	3	0	0	0	
28	Brett, Alice M	83	97	0	0	0	0	
18	Bliss, Elizabeth A	86	95	2	0	0	0	Dis. June 27th, 1878
33	Betker, Clara E	79	95	2	0	0	0	
38	Blair, Margaret J	74	97	0	0	0	0	
..	Colp, Rosa	..	35	5	0	0	0	Dis. March 29th, 1878
48	Carroll, Emma F	68	97	0	0	0	0	
20	Connolly, Susan P	85	96	1	0	0	0	
47	Cotton, Mary J	70	84	13	0	0	0	
40	Dolan, Henrietta L	73	93	4	0	0	0	
32	Davidson, Isabel	79	88	9	0	0	0	
23	Douglas, Laura A	84	93	4	0	0	0	
24	Elkan, Fanny	84	91	6	0	0	0	
24	Edwards; Julia	84	96	1	0	0	0	
5	Francis, Cecelia A	92	95	2	0	0	0	
9	Finnegan, Annie	89	95	2	0	0	0	
7	Fridenberg, Pauline	90	94	3	0	0	1	
..	Green, Mary	..	21	75	0	0	1	
6	Grout, Eliza	90	97	0	0	0	0	
15	Gedney, Georgiana	86	85	12	0	0	0	
2	Gutman, Aurelia	93	97	0	0	0	0	
10	Gehrman, Fanny	88	93	4	0	0	0	
24	Haydock, May P	84	97	0	0	0	0	
34	Herman, Henrietta	77	95	2	0	0	0	
13	Hannelly, Minnie	87	95	2	0	0	0	
15	Hagan, Kate V	86	97	0	0	0	1	
49	Hughes, Martha H	62	94	3	0	0	1	
40	Halliday, Louise S	73	88	9	0	0	1	
21	Hunter, Jennie	85	97	0	0	0	0	
19	Jay, Helen	85	96	1	0	0	0	
1	Kirby, Jennie V	94	93	4	0	0	0	
46	Lawler, Mary J	71	79	18	0	2	0	
44	Lyman, Harriet E	72	93	4	0	1	0	
39	Meehan, Marcella C	73	92	0	0	0	0	
8	Mather, Alice	90	97	0	0	0	0	
42	Mook, Addie F	73	90	7	0	1	0	
3	Neely, Jennie	92	86	10	1	0	0	
..	Newkirk, Ida E	..	16	3	0	0	0	Dis. March 7th, 1878
..	O'Donnell, Kate T	..	0	11	0	0	0	Dis. Feb'y 15th, 1878
..	Provost, Florence T	..	77	20	0	0	0	
..	Peters, Adella E	..	74	10	13	0	0	
36	Raymond, Mary A	77	97	0	0	0	0	

A G.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Kennedy.
15	Reed, Neva M.....	86	97	0	0	0	0	
30	Riblett, Annie.....	81	90	7	0	0	0	
4	Rogers, Minnie M.....	92	92	5	0	0	0	
11	Smith, Phebe H.....	88	97	0	0	0	0	
29	Swift, Fanny E.....	82	90	7	0	0	0	
..	Sager, Mary E.....	..	54	5	0	0	0	Dis. May 1st, 1878.
45	Sullivan, Nellie E.....	72	97	0	0	0	0	
31	Sergeant, Emma.....	80	91	6	0	0	0	
12	Scannell, Jessie C.....	87	94	3	0	0	0	
37	Tute, Kate A.....	75	96	1	0	0	0	
22	Voorhees, Cornelia.....	85	90	7	0	0	0	
43	Wright, Ella M.....	73	95	2	0	0	0	Dis. June 27th, 1878.
27	Zacharias, Delia.....	83	88	9	0	1	0	
14	Waitzfelder, Sarah.....	87	95	2	0	0	0	

B C.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Beckwith.
43	Andrews, Kate L.....	67	95	2	0	0	0	Dis. June 27th, 1878.
22	Baum, Gertrude L.....	80	86	11	0	0	0	
20	Benney, Josephine L.. ..	80	94	2	1	0	0	
44	Berghold, Eliza....	64	96	1	0	0	0	
27	Braddick, Libbie F.....	78	86	11	0	0	0	
30	Campbell, Emma.....	76	97	0	0	0	0	
11	Cassidy, Isabella J.... ..	86	91	6	0	0	0	
32	Collins, Mary A	74	84	12	1	0	0	
42	Coyne, Lizzie	68	87	7	3	0	0	
1	Crane, Annie.....	94	97	0	0	0	0	
29	Daly, Tillie....	77	87	10	0	2	1	
..	Dobson, Kate G....	..	35	26	36	0	4	
41	Dunphy, Annie M...	70	95	2	0	0	0	
10	Edwards, Emma.....	86	95	2	0	0	0	
7	Espe, Emma L....	89	96	1	0	1	0	
31	Ferris, Louisa A.....	75	90	6	1	0	0	
3	Flood, Mary A.....	92	93	4	0	0	0	
..	Franklyn, Fannie L.. ...	..	44	13	40	0	2	
45	Gilmartin, Louise G... ..	63	97	0	0	0	0	Dis. June 27th, 1878.
46	Hayes, Hannah C.... ...	58	96	1	0	0	6	
35	Hellman, Rachel	73	92	5	0	0	0	
..	Hiscox, Minnie R...	..	17	80	0	0	0	
15	Hull, Lillie E....	83	93	4	0	0	0	
37	Kehoe, Winifred....	72	90	7	0	0	0	
12	King, Nellie R.....	85	93	4	0	0	0	
28	Macheimer, Amelia.....	78	95	2	0	0	0	
19	Marvin, Emma E.....	81	96	1	0	3	0	
34	McAllister, Harriet.....	75	93	1	3	1	0	
40	McCarthy, Eleanor	70	97	0	0	1	1	
26	McCarthy, Jennie.... ...	78	96	1	0	0	0	
4	Meridan, Mary L..... ...	90	93	4	0	0	0	
21	Murphy, Mary E..	80	97	0	0	0	0	
16	Nafis, Agnes L.....	82	87	10	0	3	0	
5	Newman, Estelle..... ..	89	92	5	0	0	0	
17	Noble, Emma.....	82	86	11	0	0	2	
36	O'Neill, Honora T	72	97	0	0	0	0	
18	Raymond, Lillie.....	81	93	4	0	0	0	
9	Rodney, Emilie..... ...	87	92	4	1	2	0	
2	Rottger, Elizabeth.....	93	97	0	0	2	0	
39	Samek, Julia E.....	71	80	15	2	0	0	
23	Sloan, Sarah A.....	79	97	0	0	0	0	
13	Smith, Clarissa E	84	97	0	0	0	0	
8	Stahl, Clara E.....	87	97	0	0	0	0	

B G.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS BECKWITH.
13	Steinlein, Ida.....	84	94	3	0	0	0	
38	Thompson, Ida F.....	72	97	0	0	1	0	
25	Titus, Stanlyetta....	79	96	1	0	0	0	
32	Towle, Mary E.....	74	95	2	0	0	0	
6	Warren, Sarah S.....	89	97	0	0	0	0	
..	White, Anne B..	..	0	8	0	0	0	Dis. Feb. 15th, 1878.
24	Wright, Eliza M.....	79	94	2	1	1	0	

C G.

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS McDONOUGH.
8	Appell, Helena	85	96	1	0	0	0	
20	Bennett, Fanny	80	95	2	0	0	0	
5	Bennett, Mary	87	96	1	0	0	0	
14	Beulshausen, Mary	83	94	3	0	0	0	
19	Biele, Mary	81	96	0	1	0	0	
3	Billenstein, Augusta	89	97	0	0	0	0	
42	Butler, Lizzie	66	77	20	0	1	0	
23	Cahen, Louise	79	91	6	0	0	0	
10	Cushing, Eveline M	85	97	0	0	0	0	
27	Cowan, Ida	77	91	5	1	1	0	
4	Cohn, Lillie	88	93	4	0	0	0	
27	Campbell, Mary	77	95	2	0	0	1	
..	Chirong, Emma	..	69	20	7	0	0	Dis. June 27th, 1878.
36	Cook, Susan	71	88	9	0	0	1	
35	Dowling, Fannie	73	94	3	0	0	0	
47	Drew, Mary	59	89	8	0	0	0	
1	Dennerlein, Pauline	94	92	5	0	0	0	
25	Folkhart, Phebe	78	95	2	0	0	0	
43	Fisher, Tillie	66	93	3	1	0	0	
44	Fitzgerald, Eva	65	97	0	0	0	0	
33	Goetshens, Jessie	75	92	5	0	1	1	
11	Gillespie, Helena	84	92	5	0	0	0	
15	Gitsky, Jennie	82	94	3	0	0	0	
30	Higgins, Letitia	77	97	0	0	0	0	
16	Kayton, Bella	82	93	3	1	0	0	
7	Kelsch, Carrie	85	97	0	0	0	0	
37	Lyall, Josephine	71	95	2	0	0	0	
21	Litterer, Dora	80	96	1	0	0	0	
29	Levy, Annie	77	94	3	0	0	0	
40	Lyon, Pruella	69	87	8	2	0	3	
24	O'Farrell, Mary	79	94	2	1	0	0	
..	Owens, Lizzie	..	71	2	24	0	1	
9	Ryno, Elizabeth	85	97	0	0	0	0	
18	Patterson, Mary	81	94	2	1	0	0	
41	Roxbury, Sarah	68	97	0	0	0	0	
34	Rottger, Etta	73	95	2	0	0	0	
31	Rosario, Emma	75	97	0	0	0	0	
26	Schweitzer, Annie	77	96	1	0	0	0	
6	Strasburger, Eugenia	86	94	3	0	0	0	
..	Sperling, Augusta	..	45	1	26	0	0	Dis. May 7th, 1878.
17	Sommer, Bertha	82	92	5	0	0	0	Dis. June 27th, 1878.
..	Stafford, Mary	..	63	0	28	0	0	Dis. March 1st, 1878.
38	Stamper, Miriam	70	77	20	0	0	0	

C G.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McDonough.
46	Schade, Anna	60	97	0	0	0	0	
21	Troitsch, Ella	80	97	0	0	0	0	
..	Tice, Sarah	..	60	26	11	2	0	
32	Van Tassel, Fannie	73	97	0	0	0	0	
13	Vickere, Edith M	83	90	7	0	0	0	
2	Vogel, Julia	93	85	12	0	0	0	
12	Wygant, Theodosia	84	96	1	0	0	0	
39	Washburn, Emma	70	97	0	0	1	0	
45	McGuire, Angeline	65	69	14	14	0	0	

D G.

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS CONSTANTINE.
..	Anderson, I.....	..	56	14	27	0	0	Dis. June 27th, 1878.
21	Baldwin, Margaret.....	77	87	10	0	0	0	
23	Baldwin, Alfaretta.....	77	94	2	1	0	1	
38	Bush, Annie	71	94	2	1	0	0	
2	Birnbaum, Lena	90	97	0	0	0	0	
38	Barry, Ellen	71	92	4	1	0	0	
42	Baltes, Josephine	65	89	7	1	0	0	Dis. June 27th, 1878.
17	Brennan, Emily	80	92	5	0	0	0	
18	Brewster, Emma.....	79	97	0	0	0	0	
35	Baker, Mary E.....	72	71	18	8	0	0	
24	Craig, Hope M.....	77	97	0	0	0	0	
27	Cavanagh, Kate.....	75	79	17	1	0	0	
30	Crocco, Anna T	75	88	6	3	0	0	
45	Dusenberry, Ella.....	58	87	6	4	0	0	
..	Dunne, Fanny	..	34	4	24	0	0	Dis. May 8th, 1878.
..	Duhme, Amelia.....	..	54	5	6	0	0	Dis. May 16th, 1878.
33	Donohue, Sarah.....	73	95	0	2	0	1	
..	Dwyer, Adelia	..	71	16	10	1	0	
..	Ehrhart, Emma.....	..	97	0	0	0	0	Dis. June 27th, 1878.
14	Finch, Carrie M.....	82	87	9	1	1	0	
38	Flynn, Maggie.....	71	77	9	11	0	0	
25	Gutsgell, Josie.....	76	96	1	0	0	0	
44	Grant, Isabella.....	63	77	15	5	0	0	
3	Green, Annie.....	88	95	2	0	0	0	
..	Gale, Minnie.....	..	3	0	94	0	0	Dis. June 27th, 1878.
19	Garrett, Margaret.....	79	96	1	0	0	0	
13	Hess, Elsie L.....	84	93	2	2	0	0	
4	Helmuth, Clara.....	88	97	0	0	0	0	
32	Hemmings, Laura.....	75	86	4	7	0	0	
15	Hartfeld, Rachel	82	93	2	2	0	0	Dis. June 27th, 1878.
10	Hill, Mamie B.....	86	94	3	0	0	0	
26	Hume, Mary.....	75	94	3	0	0	0	
35	Kenney, Ella.....	80	95	2	0	0	0	
27	Keller, Louise.....	75	97	0	0	0	0	
12	Kolish, Elizabeth	85	97	0	0	0	0	
31	Keresey, Kate	74	77	19	1	0	0	
46	Leighton M.....	53	71	9	2	0	2	
11	Leysett, Anna	85	87	9	1	0	0	
29	Murphy, Julia.....	75	94	0	3	1	0	
43	Monahan, Harriet.....	63	85	8	4	0	0	
37	Martin, Sarah.....	71	95	1	1	0	0	
..	Morrison, May.....	..	88	2	7	0	0	
33	Mahr, Louisa	73	93	3	1	0	0	

D G.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Constantine.
8	Meyers, Hattie	87	92	4	1	0	0	
22	McCaul, Katie	77	89	3	5	0	0	
41	O'Neil, Mary	66	96	0	1	0	0	
20	Robinson, Lydia	78	96	0	1	0	0	
4	Rork, Adelaide	88	91	6	0	0	0	
..	Reidy, Louisa	..	0	0	97	0	0	Dis. June 27th, 1878.
9	Shaughnessy, Ellen	87	92	3	2	0	0	
16	Seaman, Belle	81	82	11	4	0	0	
1	Searle, Irene	91	97	0	0	0	0	
6	Schulte, Augusta	87	92	2	3	0	0	

E G.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Ely.
26	Allison, Carrie	76	90	7	0	0	0	
12	Ball, Elizabeth	88	94	3	0	1	0	
38	Brett, Fanny	70	87	6	4	0	0	Dis. June 27th, 1878.
24	Burton, Margaret	77	97	0	0	0	0	
5	Christopher, Ella C	94	89	6	2	0	0	
35	Cochran, Lotta	72	94	3	0	1	0	
17	Dannenberg, Cecelia	83	93	3	1	0	0	
..	Day, Frances	..	91	3	3	3	0	Dis. June 27th, 1878.
44	Edwards, Laura	65	86	6	5	0	0	
8	Ehrlinger, Charlotte	90	90	5	2	0	0	Dis. June 27th, 1878.
3	Feegan, Elizabeth	96	97	0	0	0	0	
2	Feegan, Mary J	96	97	0	0	0	0	
46	Fitzpatrick, Elizabeth	60	92	4	1	0	0	
39	Herr, Harriet	69	95	0	2	0	0	
25	Hickey, Katherine	76	96	1	0	0	0	
45	Jacobs, Julia	62	93	3	1	0	0	Dis. June 27th, 1878.
10	Jacobs, Louisa	90	93	2	2	0	0	
19	King, Agnes	80	96	1	0	0	0	
20	Kohmer, Sophia	79	91	5	1	0	0	
14	Lauferty, Emma	85	96	0	1	0	0	
21	Lawson, Jennie	79	91	6	0	0	0	
32	Leman, Adelaide	74	87	9	1	0	0	
31	Loeb, Alida	74	93	3	1	0	0	
27	McCrane, Katherine	75	91	2	4	0	0	
36	McGinn, Mary	72	91	6	0	0	0	
1	Merington, Ruth	97	97	0	0	0	0	
6	Meyer, Ida	93	92	5	0	0	0	
18	Miller, Cora	80	94	3	0	0	0	
42	Moorcraft, Jennie	66	90	6	1	0	0	Dis. June 27th, 1878.
33	Moorcraft, Nellie	73	96	1	0	0	0	
13	Nathusius, Laura	87	97	0	0	0	0	
..	Neumann, Anna	..	93	3	1	0	0	
21	O'Donnell, Carrie	79	97	0	0	0	0	
37	Orde, Mary	75	96	1	0	0	0	
7	Patterson, Agnes	92	95	2	0	0	0	
9	Pettit, Sarah F	90	97	0	0	0	0	
27	Rodenbach, Elizabeth	75	93	4	0	0	0	
40	Riley, Mary	67	92	4	1	0	0	
30	Rosenstein, Katherine	75	96	1	0	0	0	
41	Rosenzweig, Rosa	66	93	4	0	0	0	
4	Ryerson, Lulu	95	97	0	0	0	0	
23	Sackett, Addie	77	97	0	0	0	0	
43	Samuels, Cecelia	65	89	8	0	0	0	

E G.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS ELY.
29	Scanlon, Mary	75	94	3	0	0	0	
16	Silber, Emma	84	96	1	0	0	0	
15	Snow, Jessie	85	97	0	0	0	0	
..	Sommers, Johanna	..	67	30	3	0	0	
47	Stanton, Maria	50	63	2	2	0	0	
34	Sutton, Elizabeth	72	65	2	0	1	0	
11	Scott, Emily	89	95	2	0	0	0	
17	Veit, Amy	83	94	3	0	0	0	

A F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss De Wailly.
14	Alexander, Cecelia	78	92	5	0	0	0	
14	Allen, Charlotte	78	97	0	0	0	0	
2	Aub, Minnie	94	97	0	0	0	0	
20	Austin, Ida	71	81	15	1	2	0	
12	Burdette, Alice	80	91	6	0	1	0	
21	Brown, Lizzie	67	88	9	0	1	0	
11	Bach, Minnie	81	94	3	0	0	0	
14	Burke, Maggie F	78	90	7	0	0	0	
15	Burke, Mary M	78	82	15	0	0	0	
16	Berrian, Stella	76	97	0	0	0	0	
3	Broad, Emogene	91	95	2	0	0	0	
14	Clay, Nellie	78	94	2	1	0	0	
11	Cheesman, Lida	81	97	0	0	0	0	
17	Card, Sophia	75	97	0	0	0	0	
9	Demarest, Elizabeth	83	90	7	0	1	0	
9	Dalzel, Annie	83	92	5	0	0	0	
4	Doane, Harriet	89	97	0	0	0	0	
18	Darry, Helen	74	95	2	0	0	0	
14	Fox, Lizzie	78	96	1	0	1	0	
13	Garland, Lena	79	88	9	0	0	0	
6	Highet, M. Adele	87	90	7	0	0	0	
14	Haverty, Lizzie	78	91	4	2	0	0	
6	Ilgen, Elizabeth	87	50	47	0	0	0	
22	Kean, Maggie	66	96	1	0	0	0	
14	Law, Susie	78	94	3	0	0	0	
23	Lee, Alice	64	96	1	0	0	0	
1	Leerberger, Louise	96	94	3	0	0	0	
19	Mayer, Sarah	72	92	5	0	0	0	
16	McNamara, Mary	76	96	9	2	0	0	
10	Meyers, Rosalie	82	90	7	0	0	0	
16	Moorhead, May	76	95	1	1	0	0	
..	Merrill, Jessie	..	21	12	0	0	0	Dis. March 25th, '78.
9	McClellan, Isabel	83	91	5	1	0	0	
6	Marion, Ella	87	93	4	0	0	0	
7	Norton, Corodelia	86	94	3	0	0	0	
21	O'Brien, Susie	67	93	3	1	0	0	
4	Peck, Annie G	89	93	3	1	0	0	
6	Purcell, Clara	87	97	0	0	0	0	
5	Roe, Annie	88	90	6	1	0	0	
4	Recio, Lucretia	89	95	1	1	1	0	
8	Schawel, Sarah	84	85	12	0	0	0	
1	Seymour, Kate	96	95	0	2	0	0	
..	Soule, Helen	..	37	1	0	0	0	Dis. March 29th, '78.

A P.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss De Wailly.
..	Sterne, Annie.....	..	42	55	0	0	0	
..	Stewart, Elizabeth.....	..	22	10	0	0	0	Dis. March 21st, 1878.
11	Sutton, Ada L.....	81	93	3	1	0	0	
13	Trusty, Louise.....	79	91	6	0	0	0	
16	Wright, Desidera.....	76	95	2	0	0	0	

B F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss. Davis.
41	Aaron, Henrietta	73	92	5	0	0	0	Dis. June 27th, 1878.
5	Ackerman, Louise	91	89	8	0	0	0	
21	Baxter, Carrie	84	87	9	1	0	0	
34	Brown, Charlotte	76	96	0	1	0	0	
20	Browne, Laura	86	95	2	0	0	0	
44	Calhoun, Clara	67	83	12	2	0	0	
5	Cantrell, Elizabeth	91	97	0	0	0	0	
4	Cavart, Marie	91	96	1	0	0	0	
16	Choate, Stella	88	97	0	0	0	0	
10	Cornish, Emily	90	96	1	0	0	0	
1	Cramer, Johanna	93	94	2	1	0	0	
39	Crossley, Ada	74	86	8	3	1	1	
11	Davis, Mary O	89	93	4	0	1	0	
..	Dunn, Sarah	..	0	97	0	0	0	Dis. June 27th, 1878.
22	Davis, Alice V	84	93	4	0	1	0	
..	Davison, Matilda	..	0	97	0	0	0	Dis. June 27th, 1878.
14	Dimon, Hattie	89	95	1	1	0	0	
31	Dolan, Nellie	81	96	1	0	0	0	
15	Eppinger, Rachel	88	89	7	1	1	0	
2	Fletcher, Helen	92	95	2	0	0	0	
35	Gardner, Fannie	76	97	0	0	2	2	
..	Hennessy, Elizabeth	..	0	97	0	0	0	Dis. June 27th, 1878.
32	Hayden, Mary	81	93	3	1	0	0	
36	Hopping, Ettie	75	85	11	1	0	0	
40	Horre, Elsie	74	92	4	1	0	0	
29	Hughes, Kittie	82	95	2	0	0	0	
..	Kennedy, Julia	..	0	40	0	0	0	Dis. May 26th, 1878.
12	Keys, Alice B	89	96	1	0	0	0	
27	Loughlin, Mary	82	91	5	1	1	0	
24	Lemon, Matilda	84	91	4	2	0	0	
13	Lotze, Emily	89	92	5	0	0	0	
28	McCabe, Helena	82	97	0	0	0	2	
9	May, Nellie	90	96	1	0	0	1	
43	Mead, Frances	67	89	8	0	0	0	
18	Meyer, Amelia	87	97	0	0	0	0	
8	Murray, Catherine	90	94	1	2	0	0	
30	O'Brien, Nellie	82	96	1	0	2	2	
23	Odell, Ange	84	90	6	1	0	0	
19	Palm, Martha	86	93	4	0	0	0	
42	Pecler, Matilda	71	90	7	0	0	0	
45	Pollard, Stella	66	93	4	0	0	0	Dis. June 27th, 1878.
..	Pokorney, Pauline	..	0	97	0	0	0	Dis. June 27th, 1878.
24	Porter, Edith	84	97	0	0	0	0	

B F.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Davis.
26	Roy, Annie	83	96	0	1	3	0	
7	Rullman, Amelia	91	96	1	0	0	0	
38	Shepard, Alice	74	88	7	2	0	0	
36	Simmons, Lucy	75	88	9	0	0	0	
3	Tuttle, Emma	92	95	1	1	0	0	
17	Wells, Mary	88	97	0	0	0	0	
33	Woolley, Minnie	80	97	0	0	0	0	

C F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Campbell.
45	Amerman, Frances L....	74	80	12	5	0	0	
1	Bendelari, Blanche.....	94	97	0	0	0	0	
10	Beyea, Olivia.....	87	91	4	2	0	0	
43	Blauvelt, Annie.....	77	93	3	1	0	0	
5	Blogg, Matilda.....	90	94	2	1	0	0	
33	Boehm, Lena.....	81	89	2	6	1	0	
22	Brinkerhoff, Kate.....	83	93	2	2	0	0	
22	Browne, Maggie.....	83	88	5	4	0	0	
..	Cottrell, Lizzie.....	..	22	0	11	0	0	Dis. May 26th, 1878.
41	Conklin, Ella B.....	78	77	16	4	0	0	
22	Crane, Jessie.....	83	90	7	0	0	1	
33	Denison, Helen.....	81	65	26	6	0	0	Dis. June 27th, 1878.
22	Dougal, Norma.....	83	86	10	1	0	0	
7	Egbert, Anna.....	88	88	8	1	1	0	
10	Freeborn, Julia D.....	87	95	0	2	0	0	
5	Goold, Alice N.....	90	94	2	1	0	0	
10	Grotecloss, Hattie.....	87	94	0	3	0	0	
29	Hitchcock, Jennie.....	82	80	9	5	0	0	
29	Hayden, Eleanor.....	82	91	5	1	0	0	
50	Jones, Mary.....	66	93	3	1	0	0	
36	Johnson, Gertrude.....	80	91	6	0	0	0	
47	Kelly, Ida A.....	73	91	6	0	0	0	
29	Leaycraft, Augusta.....	82	92	5	0	0	0	
..	Liddle, Jane.....	..	0	97	0	0	0	
36	Malone, Rose.....	80	95	1	1	0	1	
48	Martin, Lizzie.....	69	88	7	2	0	0	
22	Mayer, Pauline.....	83	94	2	1	0	0	
51	McEvoy, Annie.....	64	86	5	6	0	1	Dis. June 27th, 1878.
17	McLaury, Emily.....	85	97	0	0	0	0	
..	McGloin, Mary.....	..	45	49	4	0	0	
22	Merritt, Fannie H.....	83	97	0	0	0	0	
2	Moore, Mary.....	91	97	0	0	0	0	
36	Mullen, Lizzie A.....	80	92	2	3	0	0	
40	Murray, Ellen.....	79	91	6	0	0	0	
..	McCormack, Annie.....	..	18	79	0	0	0	
41	Nulle, Ida.....	78	94	2	1	0	0	
29	O'Brien, Ellie.....	82	95	2	0	0	0	
2	Osborn, Lucy R.....	91	97	0	0	0	0	
16	Parker, Euphemia.....	86	94	3	0	0	0	
..	Parsons, Daisy.....	..	26	5	0	0	0	Dis. March 29th, 1878.
45	Peterson, Alice.....	74	86	11	0	0	0	
21	Pugh, Minnie.....	84	93	4	0	0	0	
45	Reed, Evelyn.....	75	89	5	3	0	1	

C F.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Campbell.
7	Roberts, Lizzie	88	95	2	0	0	0	
17	Rothschild, Ida	85	95	1	1	0	0	
44	Rush, Annie L	75	73	18	6	0	0	
33	Richter, Clara	81	95	1	1	0	0	
2	Sanders, Clara	91	92	3	2	0	0	
..	Slattery, Lizzie	..	48	49	0	0	0	Dis. June 27th, 1878.
22	Spear, Alice	83	94	2	1	0	0	
17	Tibbits, Etta	85	90	7	0	0	0	
..	Tompkins, Daisy	..	56	22	19	0	0	Dis. June 27th, 1878.
7	Tytler, Annie	88	95	2	0	0	0	
17	Webendorfer, Matilda	85	94	2	1	0	0	

D F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Friend.
23	Beckwith, Addie	81	89	8	0	0	0	
40	Brown, Fannie	63	78	19	0	0	0	
38	Curry, Hester	70	78	18	1	0	0	
28	Collins, Hannah	78	93	4	0	0	0	
25	Coons, Ella	81	87	10	0	0	0	
26	Chambers, Irene	80	90	6	1	0	0	
3	Decker, Ida	95	94	3	0	1	0	
32	Davega, Dora	76	89	9	0	0	0	
36	Dunne, Alice	72	94	3	0	0	0	Dis. June 27th, 1878.
..	Donnelly, Jennie	..	51	0	0	0	0	Dis. April 23d, 1878.
12	Evans, Edwina	88	94	5	0	0	0	
41	Earle, Esther M	62	87	9	1	0	0	
2	Frankenheimer, Laura	97	91	6	0	0	0	
10	Gibson, Kittie	88	84	11	2	0	0	
16	Hertz, Sophie	84	87	10	0	0	0	
17	Hoag, Ada	84	85	12	0	0	0	
22	Hiller, Gertrude	82	91	6	0	0	0	
20	Jennings, Alice	83	95	2	0	0	0	
..	Jacobs, Clara	..	57	0	0	0	0	Dis. May 14th, 1878.
33	Konigsburg, Ella	75	94	3	0	0	0	
..	Keim, Augusta	..	22	10	0	0	0	Dis. March 29th, 1878.
39	Klauber, Delia	66	88	9	0	0	0	
10	Koen, Mary	88	84	13	0	0	0	
19	Lynch, Annie E	83	95	2	0	0	0	
..	Le Huray, Allien	..	28	32	0	0	0	Dis. May 6th, 1878.
5	McGrau, Jennie	94	93	4	0	0	0	
27	Moeller, Annie	79	94	3	0	0	0	
8	Matson, Clara	90	91	6	0	0	1	
31	McWilliams, Sarah	76	75	21	1	0	0	
18	McColgan, Maggie	83	95	2	0	2	0	
23	Neuman, Sarah	81	91	6	0	1	0	
14	Nathan, Lillie	87	94	3	0	0	0	
33	O'Connell, Annie	75	79	18	0	1	0	
35	O'Brien, Martha	74	90	0	0	0	0	
4	Parkhill, Martha	95	89	8	0	0	0	
7	Rossman, Selina	92	94	3	0	0	0	
12	Ruth, Gretta	88	96	1	0	1	0	
21	Schwartz, Bella	82	94	3	0	0	0	
9	Smith, Georgia	89	94	3	0	0	0	
15	Stansbury, Julia	87	94	3	0	0	0	
30	Stueler, Mena	77	97	0	0	0	0	
37	Thomas, Ella	70	95	2	0	0	0	
29	Voss, Annie	78	89	8	0	0	0	

D F.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Friend.
6	Winter, Lillie.....	92	92	5	0	1	0	
..	Weiler, Marion.....	..	61	0	0	0	0	Dis. May 6th, 1878.
..	Winant, Jennie.....	..	82	15	0	0	0	
1	Woodleaf, Florence.....	98	92	5	0	0	0	

B F.

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS CONANT.
..	Adams, Augusta	67	90	7	0	0	1	
22	Belzer, Ella	83	90	7	0	7	0	
5	Boedecker, Lillie	90	96	0	0	0	0	
18	Brangan, Margaret	83	91	6	0	17	0	
..	Buck, Ida L	..	18	4	75	0	0	Dis. June 27th, 1878.
34	Carlisle, Emma	74	89	8	0	0	0	
23	Dacie, Marie L	82	95	2	0	0	0	
25	De Lan, Annie	81	95	2	0	0	0	
20	Faber, Emily	83	94	3	0	2	2	
..	Freeman, Mary	..	39	6	6	0	0	Dis. April 16th, 1878.
1	Grothwell, Henrietta	93	97	0	0	0	0	
38	Hamilton, Lizzie	72	97	0	0	0	0	
36	Holden, Mary J	73	87	10	0	0	0	
16	Houston, Minnie	84	97	0	0	0	0	
31	Joyce, Mary	78	95	2	0	0	0	
15	Keilly, Annie	84	89	8	0	0	0	
7	Keegan, Lizzie	89	96	1	0	0	0	
14	Kirby, Mary	84	95	2	0	0	0	Dis. June 27th, 1878.
21	Laird, Mary	83	88	9	0	0	1	
28	Lautenbach, Dora	79	96	1	0	0	0	
35	McLaughlin, Maggie	73	97	0	0	0	0	
..	McGloin, Maggie	..	18	7	72	0	0	Dis. June 27th, 1878.
29	McCulla, Nellie	79	69	28	0	0	0	
11	Middleton, Sarah	86	97	0	0	0	0	
4	Molina, Frances	91	90	7	0	2	1	
37	Neagle, Kate	73	95	2	0	0	0	
..	Nugent, Emily	..	21	14	62	0	0	
3	Peters, Carrie M	92	92	5	0	0	0	
26	Raycraft, Emily	80	88	9	0	0	0	
1	Reynolds, Fannie	93	95	2	0	0	0	
27	Rock, Cora	80	97	0	0	0	0	
9	Rogers, Lizzie	89	97	0	0	0	0	
13	Schweizer, Belle	85	97	0	0	0	0	
30	Stronach, Elizabeth	78	89	8	0	0	0	
16	Stronach, Annie	84	97	0	0	0	0	
38	Shannon, Pauline	72	91	6	0	0	0	
31	Scallon, Kate	78	78	17	2	63	0	
6	Titus, Allah	90	97	0	0	0	0	
10	Turner, Cora	88	97	0	0	0	0	Dis. June 27th, 1878.
..	Van Buskirk, Laura	..	32	2	6	0	0	Dis. March 29th, 1878.
19	Van Buskirk, Grace	83	97	0	0	0	0	
12	Van Cauteren, Pauline	86	97	1	0	0	0	
33	Valentine, I. Madge	75	93	4	0	0	0	

B F.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS CONANT.
23	Weir, Adele C.....	82	96	1	0	0	0	
34	Werner, Carrie.....	73	94	8	0	0	0	
7	Watson, Josephine.....	89	96	0	0	0	0	
38	Westley, Nettie	72	77	20	0	0	0	Dis. June 27th, 1878.
41	West, Jessie	69	81	16	0	0	0	

A 1st.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Mrs. Diaz. PROBATIONER CLASS.
12	Adams, Anabel	76	86	7	4	0	0	
21	Albro, Emma	70	95	1	1	0	0	
24	Addi, Nellie	66	96	1	0	0	0	Dis. June 27th, 1878.
5	Brown, Carrie	81	95	2	0	0	0	
9	Brown, Amelia	78	93	3	1	0	0	
26	Clark, Mary C.	63	97	0	0	0	0	Dis. June 27th, 1878.
12	Coles, Minnie	75	96	1	0	0	0	
18	Campbell, Marion	72	97	0	0	0	0	
22	Carroll, Lillie	69	93	4	0	0	0	Dis. June 27th, 1878.
11	Clifford, Margery	76	90	5	1	0	1	
12	Cromwell, Addie	75	92	1	0	4	5	
..	Delaney, Mary	..	0	0	97	0	0	Dis. June 27th, 1878.
6	Duncan, Lavinia	82	92	3	2	0	0	
..	Groshen, Maggie	..	45	52	0	0	0	Dis. June 27th, 1878.
..	Holmes, Augusta	..	0	0	36	0	0	Dis. March 25th, 1878.
24	Hughes, Henrietta	66	90	7	0	0	0	Dis. June 27th, 1878.
20	Haw, Mamie	71	83	5	9	0	2	
6	Higgs, Anna	81	97	0	0	0	2	
..	Hassell, Josephine	..	53	5	2	0	0	Dis. May 6th, 1878.
16	Haggerty, Kate	74	95	0	2	0	0	
14	Howlett, Ella	74	95	1	1	0	0	Dis. June 27th, 1878.
..	Iglestrom, Hortense	..	0	0	97	0	0	Dis. June 27th, 1878.
5	Jenkins, Mattie	81	92	3	2	0	0	
13	Kelly, Annie	75	97	0	0	0	0	
12	Knight, Sophie	75	85	2	10	0	2	
..	Kennedy, Libbie	..	60	0	97	0	0	Dis. June 27th, 1878.
..	Linden, Mary	..	9	1	7	0	0	Dis. June 27th, 1878.
25	Levine, Emily	64	80	0	97	0	0	Dis. June 27th, 1878.
..	Lowenstein, Rachel	..	60	4	3	0	1	Dis. May 7th, 1878.
8	McKenzie, Mary	79	86	5	6	0	0	
4	McLelland, Sadie	83	97	0	0	0	0	
..	McNamara, Katie	..	0	0	97	0	0	Dis. June 27th, 1878.
18	Murphy, Eleanor	72	86	9	2	0	0	Dis. June 27th, 1878.
19	Martin, Carrie	71	85	8	4	0	0	
26	McGill, Hannah	63	96	0	1	0	0	Dis. June 27th, 1878.
..	McGuckin	..	0	10	97	0	0	Dis. June 27th, 1878.
18	Nicolai, Sophia	72	95	2	0	0	0	
17	Nason, Maggie	73	81	15	1	0	0	
7	Osborne, Lucine	79	97	0	0	0	0	
3	Pratt, Emma	84	93	4	0	0	0	
22	Reynolds, Marietta	68	95	2	0	0	0	Dis. June 27th, 1878.
..	Ray, Addie	..	18	2	9	0	0	Dis. March 18th, 1878.
..	Rosenberg, Rosa	..	33	0	7	0	0	Dis. March 29th, 1878.

A 1st.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Mrs. Diaz. PROBATIONER CLASS.
27	Ryan, Jenny	57	88	4	5	0	0	Dis. June 27th, 1878.
11	Reston, Susie	76	96	1	0	0	2	
11	Sullivan, Maggie	76	92	4	1	1	3	
2	Serrano, Maraquito	86	95	2	0	0	0	
15	Scheffler, Josie	74	92	5	0	0	0	
1	Spillane, Mary	90	97	0	0	0	0	
11	Stinson, Lottie	76	93	4	0	0	0	
21	Smith, Louise	70	92	1	4	0	0	
18	Strub, Annie	72	93	2	2	0	0	
..	Satke, Carrie	..	45	0	0	0	0	Dis. April 9th. 1878.
5	Tobias, Clara L	81	90	1	6	0	0	
..	Turnbull, Addie	..	71	6	20	0	0	Dis. June 27th, 1878.
23	Utley, Nettie	67	78	1	18	0	1	Dis. June 27th, 1878.
10	Whitley, Josie	76	95	1	1	0	1	
27	Wright, Esther	61	97	0	0	1	0	Dis. June 27th, 1878.
..	Westbrook, Ida	..	37	1	2	0	0	Dis. March 29th, 1878.
..	Zender, Kate	..	0	0	97	0	0	Dis. June 27th, 1878.

B 1st.

Class Standing.	[Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Ebecke. PROBATIONER CLASS.
2	Adie, Annie	86	96	1	0	0	0	
..	Baum, Lena	..	2	0	95	0	0	Dis. Feb. 4th, 1878.
25	Brown, Bella	75	97	0	0	0	0	
37	Black, Esther	66	93	2	2	0	0	Dis. June 27th, 1878.
14	Breitenberger, Josephine.	80	97	0	0	0	0	
..	Benn, Bella	..	0	0	97	0	0	Dis. June 27th, 1878.
29	Corey, Maggie	72	96	1	0	0	0	
31	Cochrane, Kate	70	97	0	0	0	0	Dis. June 27th, 1878.
30	Caughlan, Eleanor	71	95	2	0	0	0	Dis. June 27th, 1878.
7	Clifford, Maggie	83	94	3	0	0	0	
..	Cohen, Flora	..	2	0	0	0	0	Dis. Feb. 5th, 1878.
43	Denholm, Lizzie	59	95	0	2	0	0	Dis. June 27th, 1878.
..	Dillon, Maggie	..	0	0	97	0	0	Dis. June 27th, 1878.
..	Dollinger, Clara	..	0	0	20	0	0	Dis. March 4th, 1878.
17	Decker, Amanda	79	87	14	0	0	0	
..	Fitzpatrick, Mary	..	15	0	82	0	0	Dis. June 27th, 1878.
20	Flemming, Mary	77	92	5	0	0	0	
..	Gordon, Lizzie	..	84	9	5	0	0	Dis.March 28th, 1878.
..	Geary, Bella	..	1	0	0	0	0	Dis. Feb. 4th, 1878.
..	Hall, B	..	0	97	0	0	0	Dis. June 27th, 1878.
22	Holzwasser, Emma	76	93	4	0	0	0	
18	Holmes, Carrie	77	88	9	0	0	0	
..	Hessburgh, Mary	..	33	0	1	0	0	Dis. March 22d, 1878.
..	Heinmann, Eugenie	..	0	0	12	0	0	Dis. Feb. 19th, 1878.
..	Hoppert, Emma	..	53	6	0	0	0	Dis. May 6th, 1878.
..	Humphrey, Fanny	..	34	14	15	0	0	Dis. May 10th, 1878.
28	Horgan, Mary	73	54	43	0	0	0	Dis. June 27th, 1878.
19	Hoagland, Ida	77	95	2	0	0	0	
26	Holzinger, Isabella	75	95	2	0	0	0	
..	Hussey, Mary	..	22	21	0	0	0	Dis. May 21st, 1878.
17	Japha, Ida	79	93	4	0	0	0	
12	Jones, Carrie	82	96	1	0	0	0	
3	Jones, Luella	84	94	3	0	0	0	
13	Jacoby, Emma	81	97	0	0	0	0	
..	Kent, Mamie	..	0	0	2	0	0	Dis. Feb. 4th, 1878.
21	Kane, Mary	77	82	15	0	1	0	
44	Kelly, Ella F	57	97	0	0	0	0	Dis. June 27th, 1878.
11	Koezly, Mathilde	82	97	0	0	0	0	
..	Levene, Rose	..	3	1	0	0	0	Dis. Feb. 6th, 1878.
15	Loughlin, Kate	80	94	3	0	0	0	
..	Lantry, Mary	..	0	0	97	0	0	Dis. June 27th, 1878.
6	Marshall, Josephine	83	97	0	0	0	0	
16	Marshall, Justine	80	92	5	0	0	0	

B 1st.—(*Continued.*)

Class Standing.	NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS EBECKE. PROBATIONER CLASS.
..	Mahoney, Mary	..	92	5	0	0	0	
5	McClean, Alice	84	93	4	0	1	0	
41	Martin, Maggie	63	96	1	0	0	0	Dis. June 27th, 1878.
27	Moore, Ella	74	93	4	0	0	0	Dis. June 27th, 1878.
..	Manges, Carrie	..	1	0	0	0	0	Dis. Feb. 4th, 1878.
32	Murphy, Carrie	70	92	2	3	0	0	Dis. June 27th, 1878.
..	Mallach, Matilda	..	59	0	5	0	0	Dis. May 14th, 1878.
..	McGunigle, Emma	..	1	0	0	0	0	Dis. Feb. 4th, 1878.
..	McKibbin, Louise	..	19	2	0	0	0	Dis. March 4th, 1878.
33	Magner, Isabelle	70	97	0	1	0	0	
23	Menge Annie	76	88	9	0	0	0	
8	Murdock, Viola	83	96	1	0	0	0	
38	Nesbitt, Mary	66	90	7	0	0	0	Dis. June 27th, 1878.
9	Niver, Jessie	83	91	6	0	0	0	
39	Oppenheim, Priscilla	70	93	4	0	0	0	Dis. June 27th, 1878.
..	O'Connell, Julia	..	0	0	35	0	0	Dis. March 28, 1878.
1	Pratt, Eugenia	93	91	6	0	0	0	
34	Perley, Jennie	68	56	37	4	0	0	
40	Peterson, Marietta	64	81	16	0	0	0	Dis. June 27th, 1878.
..	Paynter, Ida	..	39	3	10	0	1	Dis. June 27th, 1878.
35	Robb, Maggie	71	97	0	0	0	0	Dis. June 27th, 1878.
..	Reilly, Lizzie	..	11	0	8	0	0	Dis. March 5th, 1878.
..	Reilly, Mary	..	38	8	16	0	0	Dis. May 9th, 1878.
..	Ryan, Mary	..	66	3	28	0	0	Dis. June 27th, 1878.
..	Rankin, Addie	..	0	0	6	0	0	Dis. Feb. 11th, 1878.
24	Samter, Carrie	76	90	7	0	0	0	
..	Sternberger, Jennie	..	2	0	0	0	0	Dis. Feb. 5th, 1878.
42	Shea, Maggie	62	84	13	0	1	0	Dis. June 27th, 1878.
18	Tierney, Lizzie	78	96	1	0	1	0	
10	Whitelaw, Jenny	82	87	10	0	0	0	
..	Wiener, Theresa	..	20	10	0	0	0	Dis. March 22d, 1878.
..	Weyand, Minnie	..	20	10	0	0	0	Dis. April 12th, 1878.
4	Woodward, Anna	84	96	1	0	0	0	
36	Young, Kate	67	97	0	0	0	0	Dis. June 27th, 1878.

ADMISSIONS FROM PUBLIC SCHOOLS, SEPTEMBER 1, 1878.

No. of School.	NAME.	Average per cent.	No. of School.	NAME.	Average per cent.
3	Brown, Katie	97	59	Smith, Amelia S	93
33	Wickes, Sarah A	97	45	Seaver, Helen M	93
			47	Sloane, Sarah B	93
45	Hastie, Lizzie H	96	3	Webster, Louisa M	93
59	Hirsch, Isabel	96	37	Brassill, Nellie	93
68	Spence, Annie	96			
			33	Acker, Susan M	92
45	Anderson, Edith D	95	47	Amerman, Louise	92
53	Beck, Isabella	95	48	Bagley, Louise E	92
47	Carter, Ellen M	95	47	Bokee, Sarah H	92
47	Collins, Mary W	95	37	Glauber, Martha	92
56	Elder, Annie A	95	22	Gibbons, Agnes D	92
47	Ganson, Susie M	95	47	Herrmann, Hannah J	92
53	Kelly, Sarah S	95	50	Hill, Joanna J	92
22	McCullough, Minnie	95	59	Knox, Rebecca J	92
64	Partridge, Annie M	95	18	Lehrberger, Isabelle	92
22	Weston, Elizabeth	95	45	Lyons, Frances L	92
			9	Murray, Amelia R	92
7	Byrnes, Katie A	94	48	McDonough, Isabelle R	92
59	Baruc, Kate	94	63	Miles, Ida	92
53	Bryan, Adele	94	63	Pinckney, Harriet W	92
45	Condie, Ella G	94	68	Ryerson, Edith	92
45	Chuck, Minnie	94	63	Shove, Carrie	92
64	Dechert, Mary P	94	68	Tyler, Fannie L	92
53	Hockster, Fannie	94			
33	Howser, Mary E	94	59	Brown, Kate L	91
14	Isham, Annie L	94	59	Baruc, Rachel	91
18	Kitshelt, Emma	94	47	Cochrane, Mary G	91
53	O'Rielly, Margaret A	94	3	Cole, Carrie A	91
			53	Cassley, Sarah F	91
9	Armstrong, Margaret E	93	45	Cohn, Henrietta	91
60	Bunker, Emma J	93	14	Duval, Nanette	91
64	Bussing, Mattie V	93	53	Grant, Jean	91
20	Busche, Mary E	93	58	Hubbard, Grace	91
41	Crone, Annie	93	61	Holden, Adele C	91
45	Canfield, Sallie B	93	41	Hay, Hannah	91
68	Germond, Lily	93	45	Ivey, Martha W	91
47	Hopper, Sadie W	93	33	Jerman, Agnes	91
56	Long, Lizzie	93	17	Knapp, Clara H	91
68	McClave, Mamie	93	59	McGibney, Emma A	91
19	Nicholson, Rebecca M	93	25	Peebles, Emma	91
65	Sault, Eva Jane	93	53	Rose, Martha A	91

No. of School.	NAME.	Average per cent.	No. of School.	NAME.	Average per cent.
47	Salter, Mabel C	91	2	Meyers, Mary E	89
53	Stieglitz, Louise	91	33	McKelvey, Eleanor A	89
45	Studley, Eveline	91	50	Mathews, Mary E	89
3	Wallace, Emma B	91	7	Price, Maude I	89
37	Williamson, Charlotte	91	45	Rosensteel, Sarah B	89
			64	Regan, Maggie A	89
48	Ausado, Elinor C	90	50	Rothkopf, Fannie	89
47	Austin, Etta C	90	47	Rust, Lizzie S	89
3	Bogart, Mary C	90	20	Schulze, Ida M	89
17	Chichester, Mary L	90	39	Sweeney, Ella R	89
20	Durando, Martha J	90	45	Sperling, Roletta	89
44	Donald, Lizzie	90	53	Steinreich, Leonora	89
59	Dougherty, Nellie A	90			
47	Fisher, Maria A	90	47	Arnold, Mary A	88
41	Gray, Mamie	90	53	Austin, Elizabeth J	88
47	Haas, Minnie M	90	53	Briggs, Lida W	88
18	Harvey, May	90	53	Blumenthal, Julia	88
47	King, Cornelia E	90	28	Beck, Magdalene F	88
3	Langstadter, Ida	90	19	Cunningham, Annie E	88
68	McElrath, Bessie P	90	53	Condon, Angeline C	88
69	McElhinney, Margaret	90	34	Chambers, Lillian M	88
47	Nutty, Harriet	90	25	Carter, Emma	88
61	Rich, Alice B	90	68	Corner, Mary	88
4	Riggs, Genevieve	90	48	Drew, Alice L	88
48	Strassberger, Clara	90	8	Elliott, Rebecca R	88
37	Steel, Constance	90	45	Fenno, Gertrude M	88
56	Shute, Mattie	90	19	Hogan, Anna G	88
47	Taylor, Jessie A	90	69	Kehler, Hattie A	88
50	Wood, Carrie J	90	45	Lee, Mary H	88
68	Young, Mamie R	90	59	Lutz, Minnie	88
			33	Madigan, Mary E	88
59	Beer, Estelle	89	22	McCullough, Ella J	88
17	Bennett, Ida	89	45	McGuckin, Emily	88
41	Demarest, Fannie	89	45	Milligan, Maggie	88
53	Frawley, Mary E	89	47	Nutty, Annie H	88
10	Hollis, Emma L	89	68	Russell, Millie J	88
18	Harvey, Annie	89	15	Strauss, Fannie	88
47	Hickenbottom, Eva B	89	59	Simm, Josephine	88
45	Jacobs, Katie	89	33	Thorp, Annie C	88
46	Kirkland, Lottie L	89	21	Tienken, Annie	88
44	Loghry, Margaret J	89	14	Thomass, Hannah	88
45	Levy, Leonora	89	68	Vance, Maggie A	88
68	Millspaugh, Aggie T	89			
37	Morris, Sophie	89	68	Attinelle, Mamie L	87
18	McDermott, Annie	89	18	Bradley, Ednah	87

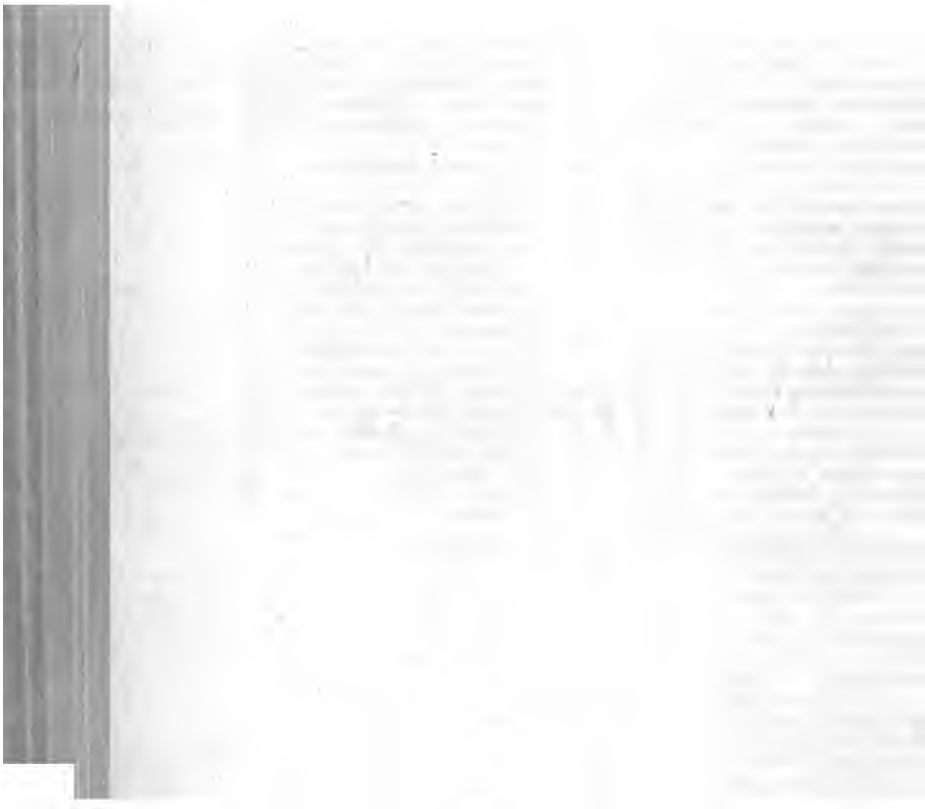
	NAME.	Average per cent.	No. of School.	NAME.	Average per cent.
)	Berte, Julia A.....	87	47	Donegan, Julia A.....	86
3	Busselle, Jessie W.....	87	49	Duggan, Ella J.....	86
'	Baldwin, Mary B.....	87	19	Deitsch, Addie.....	86
'	Browning, Maria A.....	87	68	Duryee, Nellie L.....	86
3	Chase, Rachel	87	45	Frank, Hattie	86
1	Cowen, Rachel	87	41	Fullerton, Alice.....	86
)	Colburn, Jessie B.....	87	45	Finney, Mary B.....	86
)	Deans, Effie	87	45	Hiller, Julie	86
2	Dunkirk, Rena.....	87	33	Haslett, Emma S.....	86
5	De Young, Julia	87	33	Henry, Margaret P.....	86
1	Flood, Christabel.....	87	47	Harrison, Agnes M.....	86
'	Fridenberg, Josie.....	87	17	Ikelheimer, Bertha.....	86
'	Gay, Edith E.....	87	18	Kimbark, Belle.....	86
3	Geraty, Mary Ag.....	87	19	McKee, Katie.....	86
'	Goetz, Emily A.....	87	53	Metzger, Lillie.....	86
2	Higgins, Bella.....	87	45	Mandelick, Rosina V....	86
3	Highet, Carrie.....	87	50	Northshield, Adelaide...	86
)	Kimball, Mary L.....	87	47	Newning, Luella.....	86
)	Lipps, Julia	87	2	Reidy, Mary I.....	86
)	Lilley, Wilhelmina	87	69	Rosenstein, Rebecca....	86
'	Miller, Emma C.....	87	47	Saxe, Beulah D.....	86
)	Murphy, Minnie A.....	87	61	Schwoeppe, Ida E.....	86
3	Motzer, Bertha	87	37	Spillane, Elizabeth L...	86
'	Mosbach, Elizabeth R...	87	60	Siemes, Annie M.....	86
)	Newborg, Bertha.....	87	68	Sterling, Emily A.....	86
1	Ryan, Annie N.....	87	47	Vatet, Ida V.....	86
'	Rosenstein, Jessie	87			
'	Rosenblatt, Emily	87	19	Beller, Wilhelmina C...	85
3	Sylvester, Belle J.....	87	25	Bibo, Rosalie.....	85
5	Strauss, Isabella.....	87	41	Barnes, Eva.....	85
3	Smith, Mary R.....	87	24	Brown, Salina.....	85
)	Strauss, Sarah.....	87	47	Browne. Mary M.....	85
)	Sternberger, Rosie	87	53	Crowley, Sarah A.....	85
'	Smith, Ida	87	64	Cornell, Anna.....	85
'	Seggermann, Louise E..	87	68	Craig, Florence A.....	85
5	Sexton, Nettie U.....	87	49	Devine, Isabel M.....	85
)	Waxelbaum, Jennie.....	87	59	Davis, Alice M.....	85
			47	Davis, Harriet I.....	85
'	Applegate, Mary E.....	86	14	Dailey, Ella A.....	85
)	Brogan, Mary L.....	86	69	Erskine, Orcilla.....	85
'	Brown, Isabella M.....	86	25	Fitzgerald, Maggie.....	85
5	Boncsien, Clara W.....	86	47	Fitzgerald, Joanna L....	85
'	Carll, Agnes H.....	86	47	Griswold, Caroline.....	85
3	Campbell, Elizabeth E..	86	33	Gardnier, Mary.....	85
)	Donohue, Catherine.....	86	56	Gregory, Antoinette.....	85

No. of School.	NAME.	Average per cent.	No. of School.	NAME.	Average per cent.
49	Glass, Belle	85	19	Lardner, Katharine E	84
47	Jackson, Esther	85	34	Lyons, Henrietta	84
47	Jacoby, Rachel	85	45	Martinache, Jennie	84
37	Johnson, Mary E	85	2	Nordemann, Laura	84
47	Lindsay, Etta A	85	41	Oppermann, Alice	84
33	Maher, Ellen T	85	45	Obendorfer, Ada	84
33	Murdock, Mary A	85	53	Peck, Annie M	84
3	McTaggart, Alice A	85	17	Russell, Viola H	84
59	McCoy, Mary A	85	4	Rund, Sarah	84
12	McCort, Mary	85	17	Smith, Belle W	84
29	McKee, Mary J	85	47	Silverthau, Josephine	84
50	Michelson, Rebecca	85	33	Schlott, Emma L	84
13	McKean, Elizabeth J	85	34	Schafer, Josephine	84
10	Rooney, Lizzie M	85	47	Sheppard, Emma F	84
36	Roos, Minnie	85	14	Vanderpool, Carrie L	84
45	Place, Ella	85	3	Van Orden, Jennie E	84
47	Partridge, Alice Z	85	15	Wolff, Amelia	84
45	Sprague, Lilly S	85			
53	Spiro, Henrietta G	85	25	American, Sarah	83
38	Swager, Josie	85	41	Brown, Carrie	83
25	Salberg, Ida	85	39	Briggs, Fannie E	83
50	Scheuer, Sarah	85	17	Branagan, Agnes C	83
3	Titus, Lizzie	85	69	Blumenthal, Charlotte	83
45	Weed, Katie B	85	69	Brandon, Hattie E	83
50	Wolf, Emma	85	49	Coles, Belle M	83
20	Walker, Hattie M	85	65	Callan, Anna M	83
			68	Duryee, Mamie H	83
53	Allison, Mary M	84	44	Dwyer, Annie E	83
19	Adler, Sophia D	84	44	Donovan, Ellen	83
4	Abraham, Eva	84	68	Emanuel, Addie	83
3	Aitken, Estelle	84	59	Eichberg, Hannah	83
48	Bennett, Mary P	84	60	Evans, Virginia W	83
45	Brinck, Anna C	84	50	Foley, Emily T	83
45	Brill, Pauline	84	22	Gensler, Rachel	83
21	Cunningham, Margaret	84	50	Heimburg, Lillian L	83
38	Dolan, Lillie	84	42	Hinchman, Lillie E	83
42	Finnegan, Mary T	84	17	Hopper, Eliz. W	83
49	Feldman, Anna B	84	7	Isaacs, Lilie	83
48	Harper, Mary B	84	48	Jerome, Della L	83
53	Hayes, Mary V	84	2	Killeen, Mary C	83
69	Hunter, Maggie	84	64	Loughman, Rose M	83
42	Hyman, Esther P	84	18	Lange, Annie	83
17	Jackson, Martha	84	65	Livingston, Annie A	83
68	Kenney, A. Jessie	84	1	McDonald, Rose	83
18	Kohn, Pauline	84	3	McDonough, Lillie A	83

No. of School.	NAME.	Average per cent.	No. of School.	NAME.	Average per cent.
50	McArthur, Elizabeth H.	83	23	Sheehan, Joanna	82
69	Miller, Dora E	83	47	Sutton, Edith M	82
47	Merchant, Jennie B	83	65	Smith, Mary E	82
68	O'Meagher, Eveleen A	83	3	Small, Carrie G	82
60	O'Neill, Theresa	83	49	Taylor, Eliza A	82
47	Pringle, Isabella F	83	49	Thomson, Juliette	82
54	Ryer, Katie E	83	19	Vitty, Lillie A	82
4	Rosett, Bertha	83	68	Van Deventer, Laura J	82
47	Sibley, Emma L	83	45	White, Annie E	82
17	Skidmore, Mary	83	37	Walker, Charlotte L	82
56	Tugwell, Mary E	83	56	Young, Wilhelmina	82
68	Williams, Jessie	83			
69	Wetherbee, Mary M	83	12	Blair, Jennie	81
			12	Burgess, Alice	81
19	Bacon, Margaret E	82	13	Brull, Katie	81
36	Brown, Amanda M	82	9	Broderick, Lizzie	81
3	Baldwin, Jennie	82	49	Corner, Eliza	81
17	Bergin, Mary A	82	2	Clancy, Katie M	81
3 Col.	Berrian, Cornelia H	82	68	Dugan, Mary M	81
53	Calyo, Laurina	82	49	Duggan, Nowey	81
53	Calyo, Josephine J	82	17	Dimon, Mary E	81
69	Cummings, Louisa A	82	59	Ellis, Francis A	81
39	Canaday, Cecelia	82	47	Grossmayer, Fannie	81
54	Davis, Mary I	82	17	Guthrie, Fannie P	81
69	De Frece, Victoria	82	13	Hoefling, Annie L	81
33	Gordon, Emma J	82	14	Halliday, Ida	81
9	Greene, Mary J	82	49	Haag, Emma M	81
38	Hepburn, Lizzie	82	69	Hopps, Frances	81
45	Harper, Lizzie	82	37	Kohner, Josephine	81
47	Healy, Lizzie R	82	10	King, Lottie	81
45	Hunzinger, Henrietta	82	65	Keller, Caroline G	81
14	Hunken, Annie M	82	17	Lampe, Mary M	81
60	King, Julia S	82	3	McCarthy, Lizzie M	81
23	Koehler, Clara	82	49	McGee, Katie F	81
42	Kantrowitz, Victoria G	82	25	McGovern, Minnie	81
50	Kelly, Mary Agnes	82	22	Meyer, Hattie	81
13	Klapper, Jennie	82	44	McArdle, Maggie E	81
41	McGloin, Grace	82	34	Miller, Regina	81
15	McLeod, Sarah J	82	59	Newboner, Carrie	81
37	Marshall, Jane S	82	68	Norton, Emma J	81
20	Reiche, Ida F	82	47	Peddie, Sarah G	81
48	Rickey, Frances J	82	53	Ryerson, Minnie	81
45	Rothschild, Bella	82	65	Wilsey, Nellie M	81
19	Schafer, Sophia L	82	56	Van Keuren, Julian	81
18	Sickles, Tillie	82			

No. of School.	NAME.	Average per cent.	No. of School.	NAME.	Average per cent.
53	Altmark, Rose R.....	80	14	Howell, Maggie S.....	80
4	Bank, Louisa.....	80	21	Hoffman, Emma.....	80
12	Baldwin, Libbie	80	34	Healey, Josephine.....	80
8	Bethmann, Anna E.....	80	39	Hitchman, Mamie E....	80
8	Boyle, Mary E.....	80	41	Hillyer, Alice.....	80
39	Boyle, Mamie E.....	80	47	Hopps, Kate E.....	80
47	Bergamini, Rachel.....	80	45	Henderson, Mary C.....	80
13	Burgemeister, Grace....	80	24	Hummel, Mary.....	80
68	Beck, Lillian P..... ...	80	4	James, Nettie M.....	80
37	Brice, Elizabeth S.....	80	65	Jones, Jennie.....	80
14	Brown, Josie M.....	80	48	Johnston, Catherine L..	80
61	Brewster, Annie E.....	80	49	King, Lillian M.....	80
61	Buehler, Minnie C.....	80	18	King, Georgie.....	80
34	Carter, Grace.....	80	2	Kelly, Mary T.....	80
42	Cohn, Mary	80	1	Kearney, Margaret.....	80
42	Cohen, Gussie	80	69	Keen, Ruth L.....	80
12	Cox, Mary.....	80	41	King, Jennie.....	80
68	Cleary, Josie M.....	80	53	Kelly, Isabella T.....	80
39	Champlin, Fanny M....	80	20	Klingenstein, Leah.....	80
47	Cosgrove, Jennie A.....	80	25	Lind, Emma.....	80
45	Calkins, Cassie	80	59	Livingston, Isabella....	80
14	Cohen, Lilie.....	80	41	Lowndes, Lena.....	80
3 Col	Clarke, Hester.....	80	47	Lewi, Nina.....	80
19	Donohue, Eleanor L....	80	34	Loper, Mary F.....	80
49	Daly, Margaret I.....	80	17	Lanigan, Julia E.....	80
48	Devine, Mary E.....	80	19	La Forge, Imogene F....	80
44	Duane, Eliza R.....	80	18	McNamara, Margaret...	80
39	Dowe, Mamie.....	80	33	Muller, Louisa G.....	80
45	Drumm, Phebe	80	25	McBride, Ella.....	80
47	Dingley, Harriet E.....	80	69	Masterson, Ella.....	80
2	Epstein, Sarah M.....	80	69	Meyer, Ella.....	80
54	Everett, Mary E.....	80	69	Mason, Louisa A.....	80
17	Eltz, Louisa	80	22	McIntosh, Katie.....	80
25	Fife, Lizzie.....	80	50	Mahoney, Nora.....	80
34	Finegan, Emily.....	80	47	Murphy, Elizabeth M...	80
30	Finn, Mamie.....	80	27	McDonald, Katie A.....	80
39	Franklyn, Annie E.....	80	47	Meinhard, Ida R.....	80
17	Farrell, Annie E.....	80	37	Murphy, Frances.....	80
42	Gillespie, Annie E.....	80	14	Mulleny, Annie A.....	80
3	Grosjean, Elvina.....	80	28	McGregor, Annie S.....	80
12	Griffin, Annie.....	80	17	McCue, Mary E.....	80
49	Heilpern, Rosa G.....	80	17	McDonald, Sarah J.....	80
18	Hobson, May.....	80	17	McDermott, Mary A....	80
48	Hunter, Lydia.....	80	33	Newkirk, Frances B....	80
10	Hanna, Mary E.....	80	22	Norris, Elizabeth.....	80

No. of School.	NAME.	Average per cent.	No. of School.	NAME.	Average per cent.
18	O'Callaghan, Abbie	80	47	Smith, Emily F	80
2	O'Connell, Julia	80	14	Secor, Annie	80
62	Olney, Mary E	80	14	Snyder, Mary	80
59	Ordenstein, Hedwig	80	15	Schoolmaster, Nettie	80
63	Odell, Annie A	80	15	Stransky, Bertha	80
45	Onderdonk, Ida M	80	39	Turzo, Fannie L	80
25	Platt, Mary	80	64	Traphagan, Minnehaha	80
23	Pinto, Mary	80	42	Tannock, Minnie B	80
15	Place, Laura E	80	14	Thurston, Jennie	80
17	Pollack, Anna E	80	62	Taylor, Lillian E	80
17	Plumb, Laura L	80	47	Voy, Josephine C	80
18	Ruddan, Annie	80	39	Van Dusen, Fannie	80
4	Rieff, Mary	80	68	Underhill, Annie L	80
21	Raywood, Josie	80	69	Whitney, Lizzie	80
3	Reed, Marion	80	34	Wemmell, Lottie	80
43	Reid, Emily S	80	53	Weis, Mary E	80
50	Rafferty, Ada A	80	12	Wetherell, Ida	80
53	Ryerson, Ione P	80	39	Webster, Eliza	80
37	Ruck, Annie J	80	2 Col.	Wilson, Ada L	80
17	Reed, Isabelle	80	47	Whitney, Lelia M	80
69	Selleck, Ada L	80	45	Walton, Alice	80
37	Shea, Kate R	80	48	Wellner, Emily	80
59	Schneider, Emma	80	17	Wessel, Lillie M	80
8	Stub, Julia	80	37	Weckerle, Jennie R	80



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NINTH ANNUAL REPORT

OF THE

PRESIDENT

OF

THE NORMAL COLLEGE,

FOR THE YEAR ENDING DECEMBER 31, 1879,

TO WHICH IS APPENDED

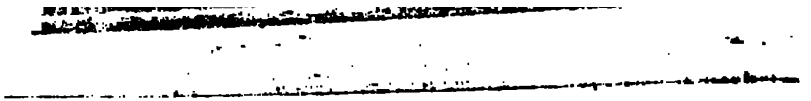
A CATALOGUE OF THE STUDENTS,

TOGETHER WITH THE

CLASS STANDING OF EACH STUDENT.

NEW YORK:
EVENING POST STEAM PRESSES, 208 BROADWAY, COR. FULTON ST.

1880.



BOARD OF EDUCATION

OF THE

CITY OF NEW YORK.

1879.

WILLIAM WOOD, *President.*
LAWRENCE D. KIERNAN, *Clerk.*

Names of Members.	Residence.	Place of Business.	Term Expires Jan. 1.
William Wood,	4 West 18th st.		1880
James M. Halsted	18 West 17th st.	120 Broadway	1880
Rufus G. Beardslee	47 West 55th st.	106 Broadway	1880
Eugene Kelly	43 West 51st st.	45 Exchange place	1880
Everett P. Wheeler	20 West 48th st.	8 Pine street	1880
Bernard Cohen	40 West 39th st.	19 & 21 Greene st.	1880
Samuel G. Jelliffe	104 st., b. 8 & 9 av.	111 Broadway,	1880
David Wetmore	114 Lexington av.	365 Greenwich st.	1881
Stephen A. Walker	8 East 30th st.	20 Nassau street.	1881
Henry P. West	155 Grand st.	183 Grand street.	1881
Ferdinand Traud.	115 East 83d st.,		1881
B. F. Watson	314 Lexington av.	Tribune Building	1881
Edw'd C. Donnelly	Manhattanville,		1881
Benj. F. Manierre	26 West 24th st.,		1881
William Dowd	168 West 22d st.	44 Wall street	1882
Jacob D. Vermilye	260 Fourth av.	42 Wall street.	1882
Charles Place	136 West 125th st.	36 Union Square.	1882
Isaac Bell	26 West 22d st.	197 Greenwich st.	1882
Wm. H. Wickham	338 Lexington av.	31 & 33 Pine st.	1882
Julius Katzenberg	225 East 52d st.,		1882
Thaddeus Moriarty	140 Henry st.	167 Chatham st.	1882

COMMITTEE ON NORMAL COLLEGE, 1879.

BENJAMIN F. MANIERRE,

JAMES M. HALSTED, ISAAC BELL,

CHARLES PLACE, EDWARD C. DONNELLY.

FACULTY AND OTHER INSTRUCTORS

OF THE

NORMAL COLLEGE.

THOMAS HUNTER,

President and Professor of Intellectual Philosophy, 140 East 80th Street.

ARTHUR H. DUNDON,

Professor of English Literature and Latin, Fordham.

JOSEPH A. GILLET,

Professor of Physics and Chemistry, 225 East 61st Street.

CHARLES A. SCHLEGEL,

Professor of German, 145 East 61st Street.

EDWARD H. DAY,

Professor of Natural Science, 346 East 79th Street.

EUGENE AUBERT,

Professor of French, 141 Lexington Avenue.

GEORGE MANGOLD,

Professor of Music, 77 Seventh Street.

LYDIA F. WADLEIGH,

Superintendent, 623 Lexington Avenue.

SARAH E. H. HALL,

Secretary and Librarian, 349 East 55th Street.

ELIZA WOODS,

Tutor in Mathematics, 416 West 34th Street.

LAVINIA M. HOLMAN,

Tutor in Latin, Park Avenue and 80th Street.

MARY A. MATHEWS,

Tutor in Mathematics, 32 West 32d Street.

HELEN G. MORGAN,

Tutor in Mathematics, 608 Pavonia Avenue, Jersey City Heights.

LAURA E. LEAL,

Tutor in Mathematics, 775 Lexington Avenue.

A. CAROLINE COVELL,

Tutor in Drawing, 23 East 24th Street.

MARY WILLARD,

Tutor in History, 106 West 49th Street.

ELIZA M. PHELPS,

Tutor in Mathematics, 80 Willoughby Street, Brooklyn.

JESSIE McGREGOR,

Tutor in Physics, 314 West 18th Street.

SERENA A. GOODWIN,

Tutor in Science, 454 West 51st Street.

MARY E. SMYLY,

Tutor in Latin, 54 East 81st Street.

ELFRIDA DE WAILLY,

Tutor in French, 343 East 50th Street.

MARY S. KENNEDY,

Tutor in Rhetoric, 211 East 127th Street.

JENNY B. MERRILL,

Tutor in Methods, 207 Tenth Avenue.

HONORA McDONOUGH,

Tutor in History, 221 East 62d Street.

LAURA FRIEND,

Tutor in History, 795 Lexington Avenue.

FREDERICA J. CONSTANTINI,

Tutor in German, 157 East 49th Street.

EMILY I. CONANT,

Tutor in Latin, 229 West 23d Street.

BETSY B. DAVIS,

Tutor in Latin, 175 East 82d Street.

ACHSAH M. ELY,

Tutor in Mathematics, 111 West 34th Street.

PAULINE M. EBECKE,

Tutor in German, 315 East 79th Street.

MARGUERITA MERINGTON,

Tutor in Latin, 449 East 114th Street.

ELIZABETH R. BECKWITH,

Tutor in Latin, 139th Street and Alexander Avenue.

FELICIE DIAZ,

Tutor in French, 432 Madison Avenue.

LILLIE M. REYNOLDS,

Tutor in Drawing, 178 East 73d Street.

SATURDAY SESSIONS OF THE NORMAL COLLEGE

Thomas Hunter	140 East 80th Street.
David B. Scott	136 East 80th Street.
Norman A. Calkins	124 East 80th Street.
Joseph A. Gillet	225 East 61st Street.
Arthur McMullin	Manhattanville.
Charles A. Schlegel	145 East 61st Street.
Eugene Aubert	141 Lexington Ave.
Lydia F. Wadleigh	623 Lexington Ave.
Sarah E. H. Hall	349 East 55th Street.

TRAINING DEPARTMENT OF THE NORMAL COLLEGE.

Isabelle Parsels	Superintendent		152 East 47th Street.
Jane W. McElhinney	1st Assistant	Critic	434 West 51st Street.
Emma M. Requa	2d	" "	43 West 22d Street.
Catherine E. Coleman	3d	" "	316 East 79th Street.
Alice Neustadt	4th	" "	444 East 57th Street.
Eugenie J. Bowne	5th	" "	320 East 55th Street.
Alice M. Sawyer	6th	" "	108 East 71st Street.
Christiana Metzgar	7th	" "	123 East 61st Street.
Ella Calkins	8th	" "	124 East 80th Street.
Fanny Rutter	9th	" "	152 West 13th Street
Harriet Japha	10th	" "	42 Gouverneur St.
Elizabeth G. Knight	11th	" "	66 East 49th Street.
Susan L. Tower	12th	" "	145 East 33d Street.
Sarah I. Acker	13th	" "	247 West 4th Street.
Helena L. Davis	14th	" "	189 Lexington Ave.
Carrie G. Roberts	15th	" "	113 East 71st Street.
Martha S. Thompson	16th	" "	136 East 123d Street.
Eleanor Boese	17th	" "	140 East 38th Street.
Grace F. Potter	18th	" "	276 West 11th Street.
Maggie L. Rollo	19th	" "	49 East 21st Street.
Jane V. Crook	20th	" "	161 Henry Street.
Louise Wilson	21st	" "	167 West 49th Street.
Amelia M. Meek	22d	" "	420 West 51st Street.
Clara W. Minor	23d	" "	405 West 21st Street.

COURSE OF STUDY

FOR THE

NORMAL COLLEGE

GRADE I. FIRST YEAR—FIRST TERM.

1. *Latin.*
2. *History.*—Outlines of Ancient History.
3. *German* or *French.*
4. *Algebra.*—Simple Equations, Involution, Evolution and Radicals.
5. *Geometry.*—Plane.

Music, Drawing, English Composition and Penmanship.

GRADE II. FIRST YEAR—SECOND TERM.

1. *Latin.*—Continued.
2. *History.*—Outlines of Ancient History—Continued.
3. *German* or *French.*—Continued.
4. *Geometry.*—Plane, continued and completed.
5. *Physics.*—Heat, Electricity and Mechanics.

Music, Drawing, Penmanship and English Composition.

GRADE III. SECOND YEAR—FIRST TERM.

1. *Latin.*—Easy Selections from Classic Authors.
2. *History.*—Outlines of Modern History.
3. *German.*—Grammar and Reader. Conversation, or
   French.— " " " "
4. *Algebra.*—Quadratics.
5. *Physics.*—Light and Sound.

Music and *Drawing*, *English Composition* and *Botany*. Two lectures per week.

GRADE IV. SECOND YEAR—SECOND TERM.

1. *Latin.*—Extracts from Cæsar, Sallust and Cicero.
2. *Rhetoric* and *English Composition.*
3. *German.*—Grammar and Reader, Conversation, etc., or
   French.— " " " " "
4. *Astronomy.*—Mathematical and Descriptive.
5. *Chemistry.*—Notation, Nomenclature and Atmospheric Elements.

Music and *Drawing*, *Geology* and *Mineralogy*. Two Lectures per week.

GRADE V. THIRD YEAR—FIRST TERM.

1. *Latin.*—Virgil, Book I.
2. *English Language and Literature.*—Simple Outlines, with Composition.
3. *German.*—Grammar Completed, Reader, Conversation, or
   French.— " " " "
4. *Physics.*—Electricity, Galvanism and Magnetism.
5. *Astronomy.*—Mathematical and Descriptive—Continued.

Music and *Drawing*. *Zoology*, Two Lectures per week.

Review of subjects prescribed for the Primary and Grammar School Grades, with the method of teaching them. Two hours each week.

GRADE VI. THIRD YEAR—SECOND TERM.

1. *Latin.*—Virgil—Continued.
2. *Intellectual Philosophy* and *Theory of Teaching.*
3. *English Language and Literature.*—Continued, with Composition.
4. *German.*—General Review of Grammar. Translation of Select Passages; Conversations, Outlines of German Literature.

   Or,

   French.—General Review of Grammar, etc. Outlines of French Literature. Conversation.
5. *Physics.*—Astronomy, General Review.

   Music and *Drawing. Physiology.* Two Lectures per week.

   Review of Subjects prescribed in Primary and Grammar Grades for Common Schools, with the method of teaching them. Two hours each week.

   Practice to be afforded in the Model School under the guidance of teachers of experience.

No lesson for home study to be assigned in Music, Drawing or Composition, in any of the Classes or Grades.

REPORT.

NEW YORK, *December* 31, 1879.

The Honorable the Board of Education:

GENTLEMEN: In accordance with the By-Laws of your Board, I hereby present my annual report of the Normal College for the year ending December 31, 1879.

STATISTICS.

College Proper.

Number of Students on Register Dec. 31, 1878	1,333
" " " " " " 1879	1,433
Increase of number on Register	100
Average attendance for 1878	1,321
" " " 1879	1,295
Decrease in average attendance	26
Number of Students admitted during 1879	786
" " Colored Students admitted during 1879	5
Number admitted from the Public Schools, 1879	749
Number admitted by special examination	37

Number of Students who graduated in 1879	313
" " " discharged during 1879	384
" " " now in third year's course	396
" " " " " second " "	399
" " " " " first " "	638

SATURDAY SESSIONS OF THE NORMAL COLLEGE.

Number taught during 1878	802
" " " 1879	812
Increase in the number taught	10
Average attendance for 1878	583
" " " 1879	571
Decrease in average attendance	12

TRAINING DEPARTMENT OF THE NORMAL COLLEGE.

Number on Register Dec. 31, 1878	1,250
" " " " 1879	999
Decrease in Register number	251
Average attendance for 1878	684
" " " 1879	806
Increase of average attendance	122

TOTAL OF THE THREE DEPARTMENTS OF THE COLLEGE.

Whole number on Register in 1878	3,329
" " " " " 1879	3,244
Decrease in Register in 1879	85
Average attendance for 1878	2,588
" " " 1879	2,672
Increase of average attendance for 1879	84

SHOWING THE NUMBER PROMOTED IN EACH GRADE AND CLASS,

JUNE, 1879.

Class.	Register.	Number Promoted.	Number not Promoted.
A3,	48	43	5
B3,	49	38	11
C3,	40	34	6
D3,	47	37	10
E3,	54	45	9
F3,	54	44	10
G3,	54	44	10
H3,	50	36	14
	396	313	83
A2,	46	45	1
B2,	44	42	2
C2,	44	40	4
D2,	41	39	2
E2,	53	50	3
F2,	49	45	4
G2,	48	44	4
H2,	45	43	2
	370	348	22

Class.	Register.	Number Promoted.	Number not Promoted.
AF	47	41	6
BF	40	37	3
CF	40	38	2
DF	43	40	3
EF	40	37	3
FF	43	41	2
	253	34	19
AG	40	36	4
BG	38	35	3
CG	38	34	4
DG	38	30	8
EG	41	32	9
	195	167	28
A1	61	55	6
Total.....	1,275	1,117	158

NUMBER OF ADMISSIONS FROM EACH OF THE GRAMMAR SCHOOLS.

JUNE, 1879.

Number of School.	Number Admitted.	Number of School.	Number Admitted.	Number of School.	Number Admitted.	Number of School.	Number Admitted.	Total Number Admitted.
1	9	20	6	39	14	58	Boys	
2	9	21	7	40	Boys	59	60	
3	10	22	13	41	12	60	7	
4	12	23	0	42	9	61	10	
5	Boys	24	0	43	0	62	1	
6	0	25	14	44	13	63	8	
7	0	26	Boys	45	33	64	6	
8	3	27	3	46	13	65	1	
9	8	28	12	47	64	66	5	
10	9	29	1	48	21	67	1	
11	Boys	30	7	49	22	68	34	
12	10	31	Boys	50	28	69	29	
13	12	32	Boys	51	Boys	70	Boys	
14	23	33	28	52	Boys			
15	10	34	8	53	27	Col. 1.	0	
16	Boys	35	Boys	54	3	Col. 2.	0	
17	31	36	3	55	Boys	Col. 3.	4	
18	19	37	24	56	20	Col. 4.	1	
19	5	38	7	57	Boys			749

SHOWING THE ADMISSIONS FROM EACH WARD.
JUNE, 1879.

WARD.	Number Admitted.	WARD.	Number Admitted.
First	1	Thirteenth	20
Second	0	Fourteenth	14
Third	0	Fifteenth	73
Fourth	9	Sixteenth	54
Fifth	13	Seventeenth	31
Sixth	0	Eighteenth	28
Seventh	19	Nineteenth	109
Eighth	10	Twentieth	49
Ninth	22	Twenty-first	45
Tenth	15	Twenty-second	84
Eleventh	26	Twenty-third	18
Twelfth	88	Twenty-fourth	21
		Total	749

SHOWING THE AVERAGE PER CENT. IN EACH STUDY.

ADMISSIONS.—JUNE, 1879.

Algebra	.87 per cent.
Arithmetic	.91 "
Geography	.93 "
Grammar	.88 "
History	.94 "
Spelling	.84 "
Executive Ability	92 "
Drawing	.81 "
Average	.89 "

SHOWING THE NUMBER OF STUDENTS AT PRESENT STUDYING THE FRENCH AND GERMAN LANGUAGES.

	Register.	French.	German.
Senior Classes	396	181	215
Junior Classes	399	230	169
Introductory Classes	638	378	260
Total	1,433	789	644

SHOWING THE NUMBER OF GRADUATES EACH YEAR SINCE THE ESTABLISHMENT OF THE COLLEGE.

In 1870 there were graduated	96
" 1871 " " "	151
" 1872 " " "	128
" 1873 " " "	82
" 1874 " " "	187
" 1875 " " "	135
" 1876 " " "	231
" 1877 " " "	222
" 1878 " " "	357
" 1879 " " "	313
Total number of Graduates	1,902

EXAMINATION OF CANDIDATES FOR ADMISSION JUNE, 1879.

ALGEBRA: (Time $1\frac{1}{4}$ hours.)

1.—Resolve $2a^2x^2-2b^2x^2$ into three factors.

2.—Find the numerical value of $(bd-a)(ac-d)$, when $a=2$, $b=3$ $c=4$ and $d=5$.

3.—Reduce $\frac{2(x^2-y^2)}{x^2-2xx+y^2}$ to its simplest form.

4.—Add $\frac{2x}{1-x^2}$ and $\frac{1}{1+x}$

5.—Given $\frac{3x-1}{7}+\frac{6-x}{4}-\frac{2x-4}{12}=\frac{54-x}{28}$, to find x.

6.—Given $\frac{x+a}{b}-\frac{x}{a}=1$, to find x.

7.—A can do a piece of work in 9 days and B can do the sam work in 10 days. In how many days can they both do it together?

8.—Given $\left\{\begin{array}{l} x-3y=6 \\ 2x+9y=17 \end{array}\right\}$ to find x and y.

ARITHMETIC: (Time $1\frac{1}{2}$ hours.)

1.—Define *fraction, decimal, interest, discount, ratio, proportion.*

2.—A man owning $\frac{3}{5}$ of an iron foundry sold $\frac{1}{3}$ of his share for $\$540\frac{3}{4}$, what was the value of the foundry?

3.—If board for one year amount to $\$684.37\frac{1}{2}$, how much is it per day?

4.—My income this year is $4,028, which is 24 per cent. less than it was last year. How much was it last year?

5.—What is the market value of 35 shares of Central Railroad stock at 15 per cent. below par?

6.—A drover bought 150 head of cattle for $42 per head, and sold them for $5,400; what was his loss per cent.?

7.—At what per cent. must $1,000 be loaned for 3 years 3 months and 29 days to gain $183.18?

8.—If 5 men reap 52.2 acres in 6 days, how many men will reap 417.6 acres in 12 days?

9.—Extract the square root of $17\frac{3}{8}$.

10.—What is the length of one side of a cistern of cubical form, containing 1,331 solid feet.

GEOGRAPHY : (Time 1 hour.)

Answer any five of the following questions :

1—What two motions has the earth and what does each motion cause ?

2.—Bound the five zones.

3.—What is the width of the Torrid Zone ?

4.—Name the states on the Atlantic coast and give the capital of each.

5.—Write the names of ten important cities in the United States in the order of their population.

6.—Bound Italy and name six important cities.

7.—Name the principal islands of the West Indies ; also of the East Indies.

8.—Bound Hindostan, and name six important cities.

9.—State in a general way the principal productions of the Temperate and Torrid Zones.

10.—Bound Peru, and name its capital and principal seaport.

GRAMMAR: (Time 1½ hours.

1.—What properties belong to verbs?—How are adjectives compared?—Define a relative pronoun.—Decline *who*. —Give the principal parts of the verbs *lie, lay, sit* and *set*.

2.—What is a complex sentence? What is a compound sentence? Write an example of each. Write a simple sentence with a compound subject.

3.—Correct the following sentences (without rules:)

(*a.*) The lady's dress looked splendidly.
(*b.*) I do not know who you allude to.
(*c.*) I move that the resolution lay over.
(*d.*) Each occupied their several rooms.
(*e*) She thinks of little else but dressing and visiting.

4.—Analyze:—" Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts, with glad surprise,
To higher levels rise."

5.—Parse: *is wrought, thought, with, to* and *rise*.

The following values will be assigned: to 1, 2, and 3, 15 per cent. each; to 4 30 per cent. and to 5, 25 per cent.

HISTORY: (Time 1 hour.)

Answer any five of the following questions:

1.—What discoveries and settlements did the French make in North America?

2.—What was the cause of the French and Indian War? What great battle gave the English possession of Canada?

3.—What were the principal causes of the American Revolution?

4.—When and where did the first Colonial Congress assemble? Who was its president?

5.—When and where did the first Continental Congress meet?

6.—Give a brief account of the battles of Lexington and Bunker Hill.

7.—Give the name and date of the last important battle of the Revolution.

8.—What was the cause of the war of 1812–15?

9.—Name the presidents of the United States in their order from Washington to Hayes.

10.—Explain the Missouri Compromise.

DRAWING: (Time 30 minutes.)

Draw free-hand any two of the following Plane Figures:

1.—Draw a regular pentagon on a base of four inches.

2.—Draw a regular octagon each side two inches long.

3.—Draw two circles having one and the same centre, the diameter of the outer circle being six inches.

4.—Draw an oval, its greater diameter five inches, its lesser four inches long.

5.—Draw either some historic figure or two conventional leaf forms.

SOLIDS.

6.—Draw in outline, accurately representing the real and apparent sizes which the models present:

A cube and four-sided prism.

Spelling.

1. Advantageous.
2. Bacchanal.
3. Crucible.
4. Caterpillar.
5. Choleric.
6. Diligent.
7. Discipline.
8. Exhibited.
9. Fusible.
10. Garrulous.
11. Hosiery.
12. Inflammable.
13. Judgment.
14. Lacerate.
15. Marchioness.
16. Oscillate.
17. Parallel.
18. Porridge.
19. Proselyte.
20. Quiescence.
21. Reprieve.
22. Scythe.
23. Siege.
24. Synonym.
25. Tenacious.
26. Traffic.
27. Tranquilize.
28. Vaccinate.
29. Vacillate.
30. Weird.
31. Indiana.
32. San Francisco.
33. Guinea.
34. Archangel.
35. Morocco.
36. Franklin.
37. Steuben.
38. Kosciusko.
39. Missouri.
40. Alabama.

EXAMINATION OF SENIORS; JUNE, 1879.

LATIN.

1. (Translate.) Quamobren[1], ut saepe jam dixi, proficiscere ac si mihi inimico[2], ut prædicas[3], tuo conflare vis invidiam, recta perge in exilium: vex feram sermones hominum, si id feceris; vix molem istius[4] invidiae, si in exilium jussu consulis ieris[5], sustinebo. Sin autem servire meae laudi et gloriae mavis, egredere cum importuna[6] sceleratorum manu, confer te ad Manlium, concita perditos cives, secerne te a bonis, infer patriae bellum, exulta impio latrocinio, ut a me non ejectus ad alienos, sed invitatus ad tuos isse videaris.

2. Write the quantities of the vowels marked 1, 2, 3, 4, 5, 6, respectively. Tell the difference between *inimicus* and *hostis*. What should be supplied with *recta?* To what does *id* refer? State the tense of *ieris*.

3. Conjugate *proficiscere, vis, perge, mavis, secerne.* Give 2*d* per. sin. subjunc. of *egredere, infer, mavis.* Write syntax of *mihi, laudi;* decline *istius.*

4. Point out the figure or figures of Rhetoric contained in the following:

   Etenim si mecum patria, quæ mihi vita mea mult est carior, si cuncta Italia, si omnis respublica loquatur: "M. Tulli, quid agis"?

5. What is the case of *Tulli?* To what declension does it belong? Mention a common noun of that declension, which has similar case-endings.

GRAMMAR: (Time).

1.—Define *voice, agreement* and *government.* State the difference between a *personal* and a *relative* pronoun. Write a sentence with *as* used as a relative. Write a compound sentence with two complex clauses.

2.—Punctuate and correct the capitals in the following:

What's in the air
Some subtle Spirit runs through all my Veins
Hope seems to ride this Morning on the wind
and joy Outshines the Sun.

3.—Analyze:

My heart's so full of joy,
That I shall do some wild extravagance
Of love in public; and the foolish world
Which knows not tenderness will think me mad.

4.—Parse *that, do, in, of* and *mad.*

5.—Correct the following, and give briefly the rules:

The ebb and flow of the tides were explained by Newton. Here come my old friend and teacher. He is a man of remarkable clear intellect. It is now five days since you have arrived. I never saw it rain so heavy before.

GEOMETRY: (Time 1 hour 15 minutes).

1.—*Problem.*—To bisect an angle.

2.—*Theorem.*—Triangles with equal bases and altitudes are equivalent.

3.—*Theorem.*—The altitudes of similar triangles are to each other as the corresponding sides of the triangles.

4.—The area of a triangle is 286 square inches, and its height is 16 inches. What is the length of its base.

5.—State three cases in which triangles are similar.

FRENCH.

I.

Transcrivez, en mettant les infinitifs en *italiques* au temps qu'il faut, et les infinitifs numérotés au participe passé:

Je ne doute pas, mesdemoiselles, que vous ne *être* bien préparer 1. à écrire cet examen. Quoiqu'il y *avoir* quelques jours que vous n'avez recevoir 2. une leçon de moi, je ne crois *pas* que vous *être* embarrasser 3. de répondre aux questions

qui peuvent vous être faire 4. Je n'ai pas voulu d'ailleurs qu'elles *être* difficiles. Au contraire j'ai cherché à vous donner toutes les facilités que j'ai pouvoir 5. et je serais fâché que vous *mettre* en doute mes bonnes intentions. Moi j'apprécie la peine que vous vous êtes donner 6. pour bien faire votre devoir. 25%

II

Traduisez : Rabelais and Montaigne are in the first rank of the reformers of the science of teaching. They saw all that was being done in schools in contradiction to good sense and nature, and they pointed out the way, which it was necessary to enter in order to realize the precept of the ancient poet: mens sana in corpore sano. What a pity, says Montaigne, if education teaches us neither to think well nor to do well! The gain of our study is to have become the better and wiser through it. 25%

III.

Les principaux prosateurs et poëtes du 17ème siècle? Les principales oeuvres de Bossuet?—Pour qui il les composa?—Sa gloire d'orateur?—Quel surnom on lui donna?—Pourquoi? 25%

IV.

Expliquez, ou traduisez: *Gagne-pain.—Encore un coup.—Outil.—Trousseau.—Sens dépens.*—et donnez un exemple de chacune de ces expressions d'un écrivain classique. 25%

English Literature.

1.—What is the first great poem in the English language? By whom written? What are the aspects of social life with which it deals? As regards the general reader, why does Spenser exercise less influence than Shakespeare? Which of Milton's prose works sets forth principles embodied in the Declaration of Independence? Mention some of these principles.

2.—Give six classifications of Pope's works. Name separately those on which his fame rests, and assign reasons for his failure in pastoral poetry. Tell why Dryden ranks higher in satire than Pope.

3.—Who among foreign writers gave the best and earliest example of the Essay? Under what circumstances did he write? Of what subjects did he discourse? State the nature of the topics treated by the English essayists of the 18th century, and explain why the latter, with reference to subject matter, struck for themselves a new path.

4.—Why does Swift, notwithstanding the dislike entertained towards him as a man, continue to be regarded as a power in the world of letters? What can you say of his originality? Tell what you mean by the "definiteness of his aim," and give illustrations in this respect. State some of the qualities which made him the most effective of political writers.

5.—Write a brief sketch of Goldsmith. What evidence has he given of literary versatility? Mention the leading characteristics of his style. Tell one feature common to everything he wrote, and explain why he deserves special credit for that feature.

SPELLING:

1. Asceticism.
2. Bilious.
3. Caricature.
4. Desultory.
5. Dilatory.
6. Evanescent.
7. Epidemic.
8. Ephemeral.
9. Flagellation.
10. Granite.
11. Guerrilla.
12. Homicide.
13. Indictment.
14. Irascible.
15. Innocuous.
16. Javelin.
17. Labyrinth.
18. Malaria.
19. Oculist.
20. Olympian.
21. Panacea.
22. Parasite.
23. Parricide.
24. Quintessence.
25. Resuscitate.
26. Syllogism.
27. Serenade.
28. Sarcophagus.
29. Supercilious.
30. Tesselated.
31. Afghanistan.
32. Cappadocia.
33. Abyssinia.
34. Euxine.
35. Bosphorus.
36. Marcellus.
37. Xenophon.
38. Themistocles.
39. Lepidus.
40. Herodotus.

DICTATION:

"Arabian chroniclers recorded with unwilling admiration the fall of Arc, the defence of Joppa, and the victorious march to Ascalon; and the Arabian mothers long awed their infants to silence with the name of the lion-hearted Plantagenet."

ALGEBRA: (Time 1 hour 15 min.)

1.—What are *simultaneous equations?* What is an *affected quadratic* equation?

2.— $ax^2+bx \quad c.$

3.— $\dfrac{3-\sqrt{9-x^2}}{3+\sqrt{9-x^2}}=n.$

4.—Find two numbers whose difference is ·11, and the difference of whose cubes is 25,289.

5.—Bought a number of acres of land for 3,500 dollars. Had there been 25 acres less, the land would have cost 70 dollars more per acre. How many acres were bought?

ARITHMETIC: (Time 1 hour 30 min.)

1.—What term of division is represented by each term of a fraction? Give the method of dividing by a fraction.

2.—State and illustrate the principles upon which the above operation is based.

3.—State the method of finding the proceeds of 1 dollar in bank discount.

4.—$\sqrt[3]{.0000293}$

5.—Three faucets open into a vessel. The first and second will fill it in 30 minutes; the first and third, in 50 minutes; and the second and third in 40 minutes. In what time will all three fill it together?

6.—If \$340 in 3 years at 7% will bring an interest of \$71.40, in what time will \$420 bring an interest of \$214.20 8%? (By compound proportion.)

7.—$.00456 \div .0000003 + .000429 \div 400000 - \frac{7}{8} - \frac{8}{9} \div \frac{4}{5}$.

8.—In what time would \$6,786 amount to \$9,867 at 7% simple interest?

METHODS: (Time $1\frac{1}{2}$ hours).

1.—Upon what are true educational principles based? State what you consider to be five of the most important educational principles. Explain and illustrate any one of these.

2.—What is the teacher's duty in reference to the physical nature of the pupils? How will the wise teacher take advantage of the natural activity of the child? What benefits will follow a due consideration of the physical nature?

3.—By what means may the moral nature be cultivated? Name subjects appropriate for special moral lessons with little children. What should guide the teacher in introducing these lessons?

4.—What is the value of accurate perception? When and how should the faculty of perception be cultivated?

5.—Name five subjects that should be taught objectively. What educational principles are necessarily violated when the objective method is not used in teaching little children?

6.—How would you illustrate any two of the following topics: (1.) Parallel lines. (2.) Quality, soluble. (3.) Points of the compass. (4.) Multiplication table.

7.—What features are desirable in a First Reader? Write in Roman text a reading lesson adapted for early work in the Sixth Grade. Give a condensed plan for teaching it.

PHYSIOLOGY: (Time 1 hour.)

1.—Give the three most general distinctions between plants and animals. Name the lining membranes of the body-cavity, and of the alimentary canal.

Name the lowest animal and describe it in a few words.

2.—Enumerate in a tabular form the functions of an animal.
Where is the heat of the body generated? and by what organ is it regulated?
What structures take part in the circulation?

3.—Enumerate the divisions of the alimentary canal.
What are glands physiologically?
What is the peculiar property of muscular tissue?

5.—Describe the spinal cord anatomically (with a diagram).
What are the functions of the grey matter of the cord?
Who discovered the functions of the spinal nerves?
When?
State the requisites for healthy nutrition.
Name the dangers of imperfect ventilation.

PHYSICS: (Time 1 hour 15 minutes.)

1.—Describe the Microphone and explain its action.

2.—Describe convection currents and explain their formation. (Use diagram.)

3.—Explain the formation of mists over shoals.

4.—Give the transformations of energy in the circulation of carbon.

5.—Name the colors which are produced by mixing yellow and blue rays of light, and by mixing yellow and blue substances. Account for the color obtained in the latter case.

HISTORY: (Time 1 hour.)

1.—When and where were the two oldest English settlements in America made, and what led to these settlements?

2.—Name the wars, both in Europe and America, prior to the American Revolution. How did they affect the prosperity of the colonies?

3.—Give briefly the leading causes of the Revolution. Who was on the throne of England? Who was Prime Minister?

4.—When was the Battle of Long Island? Describe Washington's retreat thereafter, and state other events of that year.

5.—Give an account of Burgoyne's invasion, and the result. After what battle was Philadelphia taken? When was the city evacuated, and what battle followed?

6.—What were the Articles of Confederation? Why insufficient for the government of the United States, and by what were they substituted?

7.—What was the financial condition of the country at the close of the Revolution? Whose plan for a revenue was adopted?

8.—In whose administration was the war of 1812? The Mexican War? State the cause of the former.

9.—What was the Missouri Compromise, and when repealed? Who was President? What was the Fugitive Slave Bill?

10.—What led to the War of the Rebellion? How long did it last? What was the closing event of that war.

ASTRONOMY: (Time 1 hour 15 minutes.)

1.—Define *solar day.* Give two reasons for the inequality in the length of solar days.

2.—Give briefly the "nebular hypothesis."

3.—Explain how stellar motion can be detected with the spectroscope.

4.—Give the cause and effect of the moon's libration in latitude.

5.—State five facts about the planet Jupiter.

GERMAN.

1. Leſſing's Nathan der Weiſe.

2. Goethe's Fauſt.

3. Schiller's Wallenſtein.

4. Goethe's Wilhelm Meiſter.

5. Schiller's lyriſch-didactiſche Gedichte.

6. Herder's proſaiſche Schriften.

7. Das Leben Goethe's.

8. Wo ſteht das Subject des Hauptſatzes, wenn dieſer dem Nebenſatze nachfolgt? Beiſpiel.

9. Die Waffen ruh'n, des Krieges Stürme ſchweigen,
Auf blut'ge Schlachten folgt Geſang und Tanz,
Durch alle Straßen tönt der munt're Reigen,
Altar und Kirche prangt in Feſtesglanz.

10.—Chemistry is that part of the natural sciences which treats of phenomena that appear at the contact of bodies in as far as these phenomena produce a complete change in the constitution of these bodies.

ADMISSIONS TO THE COLLEGE.

The demand for admission to the institution still continues, and threatens a danger which would ultimately destroy the efficiency of the discipline and instruction. This danger is the evil of overcrowding. To guard against this general bane of the common school system, the Normal College Committee in 1878 raised the standard of admission from seventy (70) to eighty (80) per centum; and, accordingly, in the June examination of that year the end desired was accomplished by the rejection of over thirty (30) per centum of the eight hundred and thirty-two (832) candidates from the Grammar Schools. But in the examination in June, 1879, the number admitted again rose to seven hundred and forty-nine (749). This increase in the number of admissions was doubtless caused by joining the defeated candidates of '78 to the regular candidates of '79. It would, of course, be an easy matter to construct questions for examination so difficult as to exclude one-half or three-quarters of all who might seek admission, but this would be manifestly unjust to the teachers, the parents and the children. The questions should simply cover ground gone over in the first grade of Grammar Schools, should involve only the underlying principles of the subjects taught, and should contain no puzzles nor "catches," so-called. Then, if there is room for a given number of students, let them be taken in the order of merit, as shown in the competitive examination. Such a course would be much fairer than to vary the examination according to the exigencies of the College. What is most essential to successful study in the Introductory Year is

not a smattering of 'ologies, but thoroughness in the fundamental branches, *reading*, *spelling*, *arithmetic*, *writing*, *grammar*, *geography* and *history*. These simple subjects, together with the mental discipline obtained in their thorough acquisition, would constitute the best basis on which to build a superior education. Intelligent *reading*—the reading that will enable a child to close his book and tell, in his own language, that which he has read—is an accomplishment not generally found among the candidates admitted to the College; and yet, without this accomplishment, the acquisition of knowledge becomes a wearisome and a difficult task. Proper examinations in *reading*, which would compel children to read new matter at sight, from a newspaper or magazine, and then narrate what they had read in their own language, would, in a very short time, make intelligent readers.

GRADUATES.

It is to be regretted that the number of graduates is greatly in excess of the demand for teachers in the common schools of the city. However, it ought to be borne in mind that the education and training which qualify a young woman to be a good teacher qualify her for many other vocations and make her an excellent member of society. Her influence is far reaching, and ends only with her life. The higher education of women is more important to the State than the higher education of men, because true civilization can only exist among a people whose women are intelligent. The usual argument against the higher education of the common people is that it

will elevate the children above the level of their parents and create discord and discontent. Had this argument always prevailed, there could have been no progress, and the present generation of enlightened American citizens would be nothing better than barbarians. Discontent is the precursor of improvement. The Normal College has placed one thousand of its graduates in the common schools; but had not a single graduate ever taught a single day, these young ladies, with their better culture and their habits of order and self-control, exerting a powerful influence for good in every grade of society, would repay the State ten-fold the cost of their education. A glance at the table of statistics hereto appended will show that eighteen hundred and ninety-nine (1899) young ladies have been graduated since the College was established in 1870. This gives an average of about one hundred and ninety (190) per year, just about the number required to fill the vacancies in the common schools.

It is gratifying to learn from several reliable sources that the great majority of the able and progressive principals of the common schools prefer the Normal College graduates to any other class of junior teachers, and that the opposition to the new and better methods is confined to a small class, who dread everything in the way of reform, and who are unalterably wedded to the past.

The Committee on Normal College recently passed a very wise and humane regulation permitting the graduating class henceforth to be examined in six of the rudimentary studies at the February examination. There will remain but seven

subjects of study for the June examination. This will be a great relief. The responsibility for thirteen branches of study at the same examination was more than human nature could bear. The Faculty of the Normal College were opposed, at the time, to the tacking on to the regular curriculum the rudimentary subjects, *spelling*, *grammar* and *arithmetic*, with very hard conditions as to thoroughness. No argument is needed to prove the absurdity of carrying a load of intellectual dumbbells, many of which are of no earthly use except to develop intellectual muscle. Three or four subjects of study pursued at the same time until mastered, and then laid aside for others adapted to the growing faculties of the student, would be more in accordance with common sense and correct educational methods. If afterwards the student expects to pass an examination, say in *grammar*, one week's review ought to be sufficient to enable him to recall what he may have forgotten. I would recommend a thorough recast of the course of study for the third year.

FOURTH YEAR.

The addition of a fourth year to the course of study had been long a necessity, and the Committee on Normal College for recommending it, Mr. William Wood for urging it, and the Board of Education for passing it, deserve the thanks of all the friends of the common school system. The effect of this fourth year's course will be to make the graduates more mature and able teachers, and therefore conduce in many ways to the benefit of the Primary Schools, whose welfare should be the principal aim of those who administer the system. It

will enable us to carefully avoid haste and cramming. Hence, not much in the way of new subjects of study should be added to the curriculum. Having completed the third year's course, the fourth year's course should be limited to Latin (continued), French or German (continued), solid geometry (in outline), mental philosophy (the right basis of teaching) and Greek etymology (for its scientific terms). Physics and natural history should be studied during the second term instead of solid geometry and Greek etymology. Such a course would give ample time for practical work every day in the Training Department.

APPARATUS FOR THE DEPARTMENTS OF DRAWING AND PHYSICS.

During the year the Department of Physics has been enriched with several pieces of useful apparatus, which add greatly to the effectiveness of the instruction ; and the appliances for the more thorough teaching of drawing have been largely increased. The two great lecture rooms and the drawing room are now amply furnished with all the requisites for superior teaching.

REFERENCE LIBRARY.

The nucleus for a Reference Library has been formed by the purchase of several hundred volumes of the most valuable works, embracing classics, English literature, history, science and pedagogy. A few hundred volumes added every year would, in a short time, build up just the kind of library which we need—a professional library, similar to that of a lawyer or

a physician. I do not think that, in the Normal College, a general library is either feasible or desirable.

THE TRAINING DEPARTMENT AND THE SATURDAY SESSIONS.

The Training Department, under the able supervision of Miss Parsels, has grown into a real model school, thorough in its grading and scholarship and efficient in its management and discipline. The Saturday Sessions have been well attended. The work performed by the different professors and instructors has been chiefly pedagogic, able and satisfactory; and even in the undergraduate class, in which certain rudimentary branches of study have been reviewed, the best methods of teaching them have not been overlooked.

CONCLUSION.

In the College proper the faculty and other instructors have been regular and punctual in attendance, faithful and efficient in the performance of duty, and entirely harmonious in carrying out the rules and regulations of the Committee and in conforming to the wishes of the President of the College. For details as to their work I refer you to the reports of the different heads of departments hereto appended.

In behalf of the instructors and students I beg leave to thank your Board and the Committee on Normal College for the generous support which has been given to the institution, and I would also express my high appreciation of the constant and kindly care with which Mr. Benjamin F. Manierre, the Chairman of the Committee, and Mr. William Wood, the

President of the Board, have watched over the interests of the College during the year just closed.

Respectfully submitted,

THOS. HUNTER, PH. D.,

President Normal College.

DEPARTMENTS OF STUDY.

LATIN.

PROF. DUNDON.

With regard to this department, the programme has been strictly adhered to. Besides, the amount of work has been up to the standard and the quality of the instruction has been such, as might be expected from a tried, experienced and single-minded body of tutors.

The following are the principal features of the instruction given in the various grades:

Introductories.—For the first half of the term the classes have been drilled in the inflections of nouns, adjectives, verbs. Comparison of adjectives and declension of pronouns were also taught; in fact, nothing has been omitted that is comprised in elementary work.

Introductories.—For the second half, review of the preceding, careful attention to the translation of thirteen paragraphs selected from Principia Latina, Part II, and thorough explanation of the rules of Syntax, as illustrated by the lessons.

Juniors—For the first half of the Junior year thirty-two chapters of Sallust have been read and mastered. Here the instruction naturally assumed a large scope. In addition to the special syntactical rules, general Syntax has been taught, Roman History likewise received due attention, while frequent reference has been made to the Arts and Literature of the Romans.

Juniors.—During the second half of this term the work consisted of Book I Æneid. At this stage scansion and rules of quantity became matters of prime importance, and hence, both have received the attention they deserve. Further, the more usual figures of rhetoric and of grammar have been pointed out, and certain portions of ancient geography have been demanded. Accounts of heroes and of the leading mythological personages completed the instruction of this grade.

Seniors.—In the first term of the senior year Virgil has been continued, and Books II. and IV. have been finished. Other features of the instruction now become prominent. To these I need not allude further than to say that quotations, similes, classical allusions, beauties and spirit of the author have all been dwelt on and have been impressed upon the mind.

Seniors.—The classical studies of the second term begin and end with Cicero. In dealing with this author the range of instruction becomes wider still. Here excursions into Roman History were more frequent, Roman life and manners were passed in review, while the logic of the orator, his powers of analysis, of exposition, and of narrative afforded ample material for criticism and comment. And now, glancing at the work of the department as a whole, I have no hesitation in saying that the study of Latin is with us in a sound, healthy and progressive condition. My tutors know their work, they are devoted to it, they take a pride in it. The students too, all things considered, are not wanting. It is only a few years since the classics were sealed books to each and every member of their sex; a time is fast approaching when the sterner half of creation, who for centuries monopolized this branch of knowledge, will be driven to seek for laurels in other fields.

LITERATURE.

PROF. DUNDON.

With regard to Literature, the authors treated have been the leading writers from Chaucer to Queen Anne, both inclusive. Viewing the work of both terms, I have every reason to think; that as compared with the labor of former years, a decided and gratifying improvement is manifest. This result is due, not so much to any intellectual effort of mine, as to one special cause. The secret is, I brought pictures, fac-similes of author's works, handwriting, and other appliances to my aid. These means enabled the students to *realize* the various literary personages, and thus that interest was secured, which the *concrete* presentation of such a subject never fails to inspire. In this matter of illustration by pictures, maps, charts, &c., there is no danger of proceeding too far. It was a late French critic, the most eminent of modern times, who laid down the principle applicable to this study; it is the following canon which should govern both teacher and student: "For me," says Sainte-Beuve, "literary production is not distinct—is at any rate "not separable—from the producer, the man himself, and his individual organi- "zation. I may find pleasure in a work, but it is difficult for me to pronounce

" judgment on it independently of all knowledge of the writer. I should be dis-
" posed to say, such is the tree, such is the fruit. In order to know a man—
" that is to say, to know something more about him than pure spirit—one cannot
" go to work in too many ways, or from too many sides. No question is immateria!
" in forming a judgment of an author, or even of his book, unless that book is
" indeed a treaties on pure mathematics."

Never were truer words uttered. Enable the student to enter into the author's time, to live in it; to breathe its atmosphere, then she will be prepared to understand and appreciate the literary product.

To these features of the instruction in English Literature, I wish to add another. It is this: The history of the particular period has not been overlooked. On the contrary, it has engaged our attention, and has been associated in its social and political aspects with the literature. In this connection, I wish to acknowledge the valuable service rendered to my department by the tutors in History. At every turn their labors aid me, without them my efforts would be in great part thrown away. To yourself personally, I am under obligations for the convenience of a better lecture room and other facilities.

Physics and Mathematics.

PROF. GILLET.

Allow me to submit the following brief report of my department for the year 1879:

In the introductory and junior grades the work has been essentially the same as for several previous years. In the former grade, simple and radical equations have been completed in Algebra, and the first three books in Geometry; and in the latter the more elementary portions of Physics.

The introductory grade has been found, for some reason, to be composed of poor material, but the instructors have labored with untiring energy and fidelity; and it is to be hoped that creditable results will be shown at the time of promotion.

In the junior grade, the ability of the pupils is, perhaps, up to the average standard. In this grade the instruction has been partly by illustrated lectures and partly by oral recitations.

Early the present term, the Committee on Normal College introduced certain changes into the course for the senior grade, which will, in my judgment, prove very advantageous. There is to be hereafter a written examination in Algebra and in Astronomy in January, and the marks obtained at this examination are to be retained and used at the time of graduation, so that there will be no need of further examination in these subjects in June.

In order to cover the ground in Astronomy in one term, it became necessary to give four hours a week to that subject during the present term, instead of two hours a week to Astronomy and two hours to Physics, as heretofore. The time will be adjusted between those subjects by giving four hours a week to Physics next term.

In this grade the instruction has been, as heretofore, partly by lectures and partly by oral recitation.

In closing, I would thank my assistants for the hearty and efficient support which they have always given me, and the President for the continuance of that judicious administration which allows the greatest possible amount of individual freedom to the professors, and, at the same time, holds them rigidly responsible for the efficiency of the work done in their several departments.

I would not forget the obligation I am under to the chairman and other members of the Normal College Committee for their uniform and cordial support. They have during the year added several hundred dollars' worth of valuable apparatus to our collection, and have made strenuous efforts to extend still further our facilities for experimental illustration.

Department of German.

PROF. SCHLEGEL.

In the four classes of the third grade I have myself taught the history of German Literature, using the German language also as the medium of instruction. Difficult pieces have been translated from German into English, and vice versa, and explained with particular reference to the methods of teaching the language. The four classes of the second grade have been taught partly by myself, partly by Miss Constantini in reading and translating easier pieces, together with grammatical and conversational exercises.

The five classes of the first grade received the instruction of Miss Constantini and Miss Ebecke in the first elements of Grammar and easy conversations on practical subjects.

It affords me great pleasure to acknowledge the zealous and intelligent assistance of both Miss Constantini and Miss Ebecke.

Natural Science.

PROF. DAY.

The *Senior* classes have received, during both terms, instruction in *Physiology*, 2 (two) hours per week, given by myself.

The *Junior* classes have received, during both terms, instruction in *Botany*, 2 (two) hours per week given by Miss Goodwin.

The *Juniors* have also received, during both terms, elementary instruction in Natural Science, 1 (one) hour per week given by myself.

The students have, as usual, manifested a gratifying interest in these branches of study.

I thank you most heartily for the kind consideration and support that you have always accorded me.

French.

PROF. AUBERT.

The year which ended on December 31st, 1879, left the department over which I have the honor to preside, in a prosperous condition. The work has been carried on with the same spirit as in previous years. Method, regularity, painstaking earnestness are demanded both from the instructors and from the students, and I am happy to say that I have no cause for complaining of either.

The good will and loyal devotion of the former have not fallen short of my expectations. The instruction has been given with care and intelligence, ac-

cording to the exhaustive programme you know; the regular written examinations give satisfactory evidence of this. One hour in the week is particularly devoted to colloquial exercises, a great difficulty and important point in our teaching being to make the pupils speak the language; an additional year will enable us to attain, in this respect, more satisfactory results.

Mlle. de Wailly has taught with good effect Introductory and Junior classes.

The Introductories committed to the charge of Mme. Diaz have been greatly benefited by the vigorous and skilful management of this useful instructor.

Last September, the services of another assistant being needed in the department, a competitive examination took place; twelve candidates were examined. Miss G. Delaporte, of the class of '77, won the position, and has, since her appointment, taught three of the introductory clases; the honest zeal with which she is performing her duties deserves to be highly commended and encouraged.

In justice to our students, and with a becoming sense of satisfaction, I would mention that three out of the first four competitors for the tutorship were graduates of the College.

To increase from year to year the number of such students, to aid in promoting the efficiency of our common work, is the chief aim of my daily exerions. I beg to thank you, Mr. President, for the encouragement and assistance received at your hands towards its prosecution.

Department of Music.

PROF. GEO. MANGOLD.

In Music the students have been taught the past year: In Musical Science, *the Introductories*, Notes, rests, staff and its degrees, notation of music in 5 cleffs, relation of musical sounds, construction of scales, scales and their difference; *the Juniors*, the intervals, both theoretical and practical, consonances and dissonances, transposition of scales; *the Seniors*, elements of harmony, modulation, methods of teaching music to classes of children.

Reading music at sight and writing by ear have been taught to the classes of the second and third year with success.

In vocal music all the classes have received instruction in chorus singing. The voices of the students have been trained as far as possible in such large sections. The material of voices has not been as good as in former years, but shows already a considerable improvement.

Manners and Morals.

LADY SUPERINTENDENT, L. F. WADLEIGH.

I can say little else than repeat what has been said in former reports concerning the discipline, morals and manners of the College.

Notwithstanding the yearly increase of numbers, and the consequent crowded condition of the College, I think there has been no deterioration in the general order and discipline. And while this can be truthfully asserted, I cannot say that in these respects we have reached the most desirable standard. You are aware that no time is devoted to any disciplinary drill, either in classes or collectively, A few simple directions are given for assembling and changes, and the result is left to the student.

While a rigid martinet discipline is not desirable, I think a little more attention to the general discipline would have a good effect on the order and morals of the College.

As order in the masses is the conserving element of a community, it is equally so in an educational institution.

It must be constant and uniform, pervading every grade.

What we want to secure is this: a self-government that will not be disturbed under any incidental events; that will meet with a quiet equanimity ordinary or unexpected occurrences. The lesson of self-control should be constantly enforced in every class-room. It is not intellectual attainments that best fit for worthy achievements. It is the manner and method of doing things.

The home circle is really the great moral school. The educational establishment has its influence. Intelligence leads to a better appreciation of what constitutes the highest life; but no education or school life can make up for lack of the domestic purity of a good home. Next to the home influence,

that of the school life is most lasting. It has been truthfully said that the happiness or unhappiness of a home is woman's work. No nation advances except through the improvement of a nation's home, and these can be improved only through the instrumentality of woman. This being so, the first and highest duty of a teacher is the proper development of the moral nature.

Good manners, to be acceptable and consistent, must be based on the principles of justice. Civility and courtesy are the emanations of a refined mind, which, while it pays tribute to what is superior, never fails of mingling a tender sympathy for all infirmities. The inculcation of the true principles which underlie good manners is an important element in education, and no amount of intellectual culture can atone for the absence of a pleasant, lady-like manner.

In conclusion, I would say that, though still short of the standard we aim to reach in discipline, morals and manners, there is each year a gratifying and constant improvement in these respects.

Department of Drawing.

A. CAROLINE COVELL.

First Year.—The programme of the introductory year was carefully laid out by me, but the work of instruction was done by my colleague, Miss Campbell, with excellent results. No mechanical aids were used, as the principal object has been to educate the eye to see, to train the hand to draw with rigid precision, to reproduce simple and complex forms, and to acquire the power to sketch diagrams on the blackboard with facility. A free hand review of the plane geometric figures of the Grammar School was built upon as a basis. Exercises were given in dictation, proportion, symmetry, arrangement, etc.; in drawing historic ornament to fill the mind with correct ideas of beauty; in elementary design, original combination of curved and straight lines, conventionalization, decorative design for flat surfaces and for textile fabrics, which were made by original arrangement of details of plant forms drawn upon the blackboard by the teacher.

Linear perspective and plane geometric figures were taught with instruments.

Home drawings have been required.

Second Year--Juniors.—Lessons were given in Outline Drawing of geometric solids. Perspective, and its practical illustration in outline drawing from casts, manufactured and natural forms, were taught and pursued concurrently, so that the alteration which objects undergo with every change of position should be comprehended. Practical geometry, with instruments, and elementary features of art culture, introduced upon as broad plan as time would allow, so that intelligent sentiment might guide the industrial work of decoration with a definite purpose. Seed has been sown which, it is hoped, will produce good fruit in after years. When nature is consulted at the start, she will not fail to furnish motives for progress and improvement. Notes were given, and such examples as I have been able to procure were presented to familiarize the students with the principal features of the great decorative styles.

Home memory exercises in perspective and constructive problems in geometry, together with outline drawing from objects, were required. Blackboard reproduction of drawings made at home from objects was demanded throughout the term.

Third Year—Seniors.—The students were drilled in the representation of light and shade, forms and their values, followed by drawings in light and shade with pencil, charcoal, crayon and stump, from complex casts of plant forms, architectural ornament, plaster heads, modern and antique, and from manufactured and natural objects. Drawing was taught in outline from natural plant and other forms for industrial art purposes. Attention was given to designing. Home drawing was demanded from all.

Blackboard practice is an essential part of the work of this grade.

For the practical course of the Graduating Class while in the Training Department, such kind of work was selected as seemed best suited for their profession as teachers.

The disposition and energy of the students in every grade have been commendable.

I wish to offer grateful acknowledgments to the Chairman of the Normal College Committee, Mr. Manierre, who, perceiving the needs of the Drawing Department, has enriched it with excellent plates of "Parallel Historical Ornament," for use in industrial design; also with some examples in plaster

of architectural decoration, models of plants and animals, and some good plaster heads, which will be of great interest and advantage to students in other studies as well as in drawing.

Theory and Practice of Teaching. Training Department.

ISABELLA PARSELS.

The condition of the school, numerically, may be summarized thus :

Average number of pupil-teachers in attendance during year	99
Whole " " " " " " "	793
Number of classes of children, of Grammar Grades	8
" " " " " " Primary "	13
" " " " " " Kindergarten	1
Whole number of children taught during year	1,543
Average number of children in attendance during year	806
" register " " " " " "	980
Largest number " " on register " "	1,056
Number of children on register September 1, 1879	1,002
" " " " " January 1, 1880	999
Number of boys promoted to Grammar School during year	97

The register of this year for the date corresponding to that of the autumn opening last year, shows an increase of two hundred and ninety-one. Notwithstanding this increase, it has been necessary to refuse admission to a great many applicants, in order to preserve the symmetrical grading of the classes, and to afford comfortable accommodations for the pupil teachers. Some of the rooms are now too crowded to admit of satisfactory work in writing and drawing. Of the ninety-seven boys regularly promoted to the Grammar Schools, sixty-five have been sent out since the first of October ; and in addition to these, several have sought and gained admission to Grammar Schools without having fully completed our primary course.

I am pleased to report a steadily increasing efficiency in the character of the instruction throughout the school. The results of the June examinations were, in most subjects, exceedingly gratifying. I wish especially to commend the work in Drawing as planned by Miss Covel, and executed by Miss Rollo, and several of the teachers in charge of the lower grades. More attention has

been given to Language and Penmanship than ever before, and here, as with the Drawing, may be seen promise of excellent results.

There has been no material change in the order of training exercises for the pupil-teachers, except that the oral criticisms are now confined to the general lessons, and the time heretofore given by the regular teachers to oral criticisms, is devoted to laying out and explaining the work required of the pupil-teachers. As each young lady can spend but a few days in any one grade, such explanations are absolutely necessary; and as the discussions upon the general lessons reach all members of the class, the written criticisms upon the class-room work are sufficient.

Although painfully conscious of many imperfections and short-comings we feel that the year has been a fairly profitable one. We have been liberally provided with excellent appliances for our work, and have been most cordially aided and sustained and generously cared for by the President of the College and the Chairman of the Normal College Committee. We have striven with an honest purpose to set before the pupils in training, examples worthy of their imitation, as well as to lead them by theory and practice to an understanding of the science and art of teaching. The majority of the young ladies have manifested great zeal and interest in the work, and many of them have given evidence of genuine talent and marked ability. Still, too much should not be expected at first of these young graduates. Practice, experience, and time for the growth of power, far beyond what can be afforded by any normal institution, are necessary to the acquirement of great skill in teaching. It should also be borne in mind that while culture and training may "develop into realities, existing possibilities," they are not creative powers, and cannot make efficient teachers of persons who fail to carry into the school-room the life-giving spirit of enthusiasm, a fair degree of natural ability, and an honest devotion to the work.

Methods.

JENNIE B. MERRILL.

It is with pleasure that I report the work accomplished by the Class of 1879, in the Department of Methods.

After the careful consideration of the general educational principles, as formerly reported, special methods in the following subjects were presented and

discussed, viz: Form, Reading, Number, General Object Lessons, and Elementary Geography.

The course in Form was more extended than in any other subject, owing to the fact that proper training in form lessons leads to the cultivation of accurate perception, and also proves an aid in learning to read, to write and to draw; in describing common objects, animals, plants, etc.; later, in the study of Geography, and still later in the study of Geometry.

The concrete presentation of the subject was especially urged, descriptions or definitions to be framed by the children after careful observation.

In connection with this subject, the materials used in the gifts and occupations of the Kindergarten were shown to the young ladies in order to suggest means of illustrating the lessons.

They were impressed with the fact, that it is the familiarity with simple forms and their combinations acquired in the Kindergarten, that gives to the system of Froebel much of its wonderful educational power.

Many of the books prepared by the young ladies to illustrate the various lessons in form, exhibited much skill, and are worthy of special mention and commendation.

During the term four or five papers were written by the class on subjects previously discussed. In many cases these papers were most satisfactory evidences that the writers possessed the spirit of true teachers.

As a proof, I will quote a paragraph written at an examination in June: "It has been said that the teacher should strive to make the children skillful and active obtainers of the truth, rather than passive recipients. Unmeaning and stupid rote work is at war with this principle.. This principle is, in my opinion, the most important of all."

The work of the present class has been similar to that reported during the first term of last year.

CALISTHENICS.

MARGUERITE MERINGTON.

The success of work in the Calisthenic Department is not entirely commensurate with the efforts of those in charge of it. While the system of daily exercise is excellent and undoubtedly beneficial to most students, to make it effective much depends upon the various appointments of the Calisthenium—more upon the students themselves.

In regard to the former condition, the relaying of the floor was a great and much needed improvement, but an insufficient supply of bands has often been a source of trouble.

The constant demand for new bands might be met with by furnishing each student with one, and making her responsible for it as for her books.

In regard to the latter condition, too many of the students are clothed in such a way as to render freedom of movement impossible, and a consequent deformity of figure certain.

To secure better order in passing to and from the Calisthenium, more supervision is needed ; the majority of the young women lack self-government, and no one teacher can bring personal influence to bear upon three hundred students when dispersing in different directions.

The good that the members of the senior grades derive from their exercises is rendered almost worthless by the disadvantages that result from holding them at recess.

The crowded condition of the stairways at that time causes irregularity in assembling ; this is too strong a trial for the self-restraint of many students ; of these the more unscrupulous fail to report their dereliction ; others do so, secure in the knowledge that their only punishment will be the entry of their names in a roll-book—a penance whose consequences are too remote and indefinite to carry much weight with it.

The packets of lunch which the young ladies bring with them, during the exercises, are placed on the platform steps, on the seats, or, as these are few in number, on the floor, and the close of the exercise is the signal for a general scramble, which cannot be of refining influence.

NORMAL COLLEGE.

GRADUATES, JUNE 26, 1879.

Anderson, Kate M.
Adler, Frances
Ashfield, Ada C.
Adler, Rachel
Angus, Evelyn
Auerbach, Caroline
Banks, Lizzie W.
Black, Minnie A.
Barton, Ella M.
Bossé, Mary
Balmor, Jane L.
Bassie, Adele M.
Bergamini, Theresa
Berger, Annie
Blauvelt, Addie
Blauvelt, Marion
Bliss, Mary H.
Briggs, Harriet M.
Bell, Emma
Busselle, Sophie
Brainard, Hattie
Bennett, Annie F.
Bleakley, Sarah
Buchanan, Cora
Bennett, Ida F.
Boak, Cornelia
Brady, Ella A.
Bailey, Mary
Birkins, Etta
Brady, Mary
Britton, Jennie
Bruce, Fannie
Brüll, Margaret
Burgemeister, Henrietta
Core, Anna S.
Cummins, Margaret
Carmick, Alice B.
Charlton, Maggie
Coffin, Marietta
Corbitt, Jessie L.
Crane, Lizzie C.
Cassley, Annie
Castellanos, Lila
Castellanos, Tonita
Chamberlain, Alice
Clarke, Elizabeth
Core, Ella
Crocheron, Josie
Colquitt, Mildred
Curran, Annie
Carlin, Elizabeth
Carroll, Julia F.
Chellborg, Julia
Clock, Ella S.
Collyer, Edith
Connolly, Annie
Conner, Adelaide
Cull, Mary C.
Cunningham, Mary
Cameron, Maria
Cassidy, Maria
Cohen, Hannah
Cole, Nellie S.
Condon, Mary

Cornell, Eveline
Doron, Eva G.
Dolan, Agnes C.
Demarest, Lizzie
Devine, Margaret
DeVinne, Anna
Davidson, Lizzie
Day, Emma
Davis, Delphyr
Denison, Emma
Donegan, Maggie
DuMoulin, Eleanor
Dempsey, Blanche
Dorn, Serena
Eisig, Bella
Earl, Ella C.
Ely, Katherine
Eagan, Estelle
Einstein, Sarah
Eckman, Harriet
Earle, Julia
Emminger, Lavinia
Foster, Kate M.
Feeks, Mathilde
Foggin, Sarah
Freund, Eugenia
Ferguson, Minnie
Flynn, Rebecca
Farley, Mary S.
Foster, Mary C.
Frank, Henrietta
Finch, Jessie L.
Fulda, Melina
Goldenberg, Minnie
Gildersleeve, Florence J.
Goodale, Maude M.
Gregory, Lizzie C.
Glatz, Blanche A.
Gwynne, Mary E.
Goodwin, Mary
Goldie, Sarah
Guthrie, Martha J.
Goldie, Hannah
Gleeson, Ellen
Goodman, Hulda
Gass, Janet
Hooper, Mary L.
Hadley, Elizabeth
Hazel, Jennie A.
Hamill, Lizzie S.
Heggi, Rosalie
Heymann, Christina
Hopps, Jennie
Hudson, Elizabeth C.
Hughes, Agnes
Hardy, Elizabeth
Hart, Rachel
Hayes, Ida
Holly, Jane
Hume, Jessie
Hutchinson, Kate
Harris, Lillian
Holmes, Grace C.
Hough, Mary
Hedden, Sarah B.
Harrington, Frances
Hauston, Julia
Herms, Mary
Horton, Harriet
Hanlon, Mary
Hauser, Bertha
Hayes, Mary
Heylbut, Joanna
Heynen, Louisa
Horne, Agnes
Irving, Ella S.
Irwin, Mary
Jewett, Deborah
Jacobs, Martha R.
Jones, Jennie

Jones, M. Agnes
Jacobs, Janette
Kuh, Carrie
Krauz, Leontine
Kennard, Grace
Kerr, Margaret
Kirkham, Susie
Knipe, Susan
Kolb, Henrietta C.
Kay, Anna
Kelly, Mary
Kennedy, Mary
Kilpatrick, Martha
Lurch, Julia
Lewis, Isabel F.
Lyon, Juliet
Loudon, Theresa
Laird, Alicia
Luby, Catharine
Lloyd, Eglantine
Langstadter, Clara
Lynch, Eleanor
Levy, Henrietta
Lavendol, Florence
Lavendol, Adele
Lederer, Rosamond
Lemlein, Matilda
Leyendecker, Rosa
Liebman, Ida
Mattison, Hattie R.
Morgan, Frances S.
Massey, Laura
Matthews, Kittie
Murray, Agnes
McKeag, Mary
Munson, Anna
Martin, Maude
McComber, Carrie
McIntyre, Estelle
McCready, Henrietta

McCusker, Annie
McEvilly, Mary
McGrury, Emma L.
McBarron, Anna
McCarthy, Emma
Murphy, Marion
McDonald, Annie
McMains, Susie
Menzies, Lillias
Merritt, Charlotte
Mettel, Dora
Murray, Ella
Myers, Carrie
Mitchell, Annie E.
Mack, Rosa
McDonough, Anna
McLaren, Lena
Meyers, Marion
McCabe, Maggie
McConnell, Clara
McGrew, Sarah
McManus, Mary
Miller, Martha
Marcus, Fanny
Meyers, Rosa
McGill, Mary
Mohr, Deborah
Murphy, Kate K.
Norton, Theo.
Neuman, Mina
Nichols, Sarah
Norton, Nellie
Neagle, Mary
Newberger, Hannah
Noble, Anna
O'Neill, Annie
Oppenheim, Hannah
Powers, Kate
Parisot, Mary
Panick, Mary

Pearson, Mary
Penney, Annie
Pennington, Emma
Pratt, Mary
Prescott, Anna
Pockridge, Anna
Potter, Anna Eliza
Patteson, Virginia
Powers, Frances M.
Paulsen, Rachel
Pfenning, Pauline
Pierson, Mary
Praeger, Gertrude
Prunty, Mary
Quigg, Agnes T.
Rose, Isabel
Rich, Carrie
Roche, Kate
Ramsey, Josie
Robertson, Jeannie
Raynor, Ida
Rich, Kate A.
Ritz, Louise
Rice, Theresa
Renne, Helen
Sundmacher, Minnie
Sauer, Lena
Seiler, Lizzie
Soulleyet, Kate
Scouler, Mary
Smith, Louise O.
Silverman, Emily
Swartz, Annie B.
Sturtevant, Annie J.
Striem, Augusta
Sherwood, Josie
Smith, Martha
Schuster, Minnie
Steen, Martha
Signa, Ella
Suling, Soph
Swanton, Ella
Sawyer, Genevra
Stevens, Carrie
Sanders, Eliza A.
Smith, Isabella
Salberg, Emma
Schiele, Laura
Shanley, Lizzie
Sutherland, Ida
Torrey, Grace E.
Trench, Rose A.
Thielman, Sophie
Taylor, Annie
Tilton, Emma
Tobias, Eleanor
Trowbridge, Anna
Teed, Edith
Thompson, Minnie
Tuska, Helena
Taddiken, Wilhelmina
Thomas, Eloise
Taylor, Mary E.
Urban, Mary
Uihlein, Margaretta
Van Zandt, Jessie
Vanier, Louise
Valentine, Mary L.
Vail, Helen S.
Wurzbach, Alberta
Weisel, Leonora
Wilbur, Mary
Wilbur, Mary
Winterton, Jessie
Woodleaf, Bertha
Wier, Kate
Weinman, Bertha
Wehle, Daisy
Wetherbee, Hattie
Wiley, Rachel

Willis, Julia
Walker, Ida
Woll, Emma L.
Ward, Gertrude
Wegener, Anna
Wechsler, Ida
Young, Anna
Zimmerman, Bertha
Zirker, Caroline A.
Zuckerman, Gertrude

A 3d

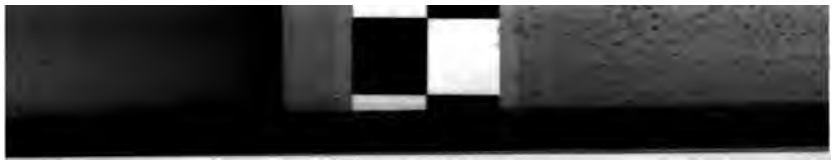
Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent, Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Dundon.
4	Banks, Lizzie W	90	92	5	0	0	0	
43	Barton, Ella M	75	87	8	2	0	0	
4	Black, Minnie A	90	96	1	0	0	0	
28	Bosse, Mary	81	95	0	2	0	0	
35	Blackledge, Lizzie	78	94	3	0	0	0	
25	Core, Annie S	82	95	1	1	0	0	
16	Cummings, Maggie	86	91	2	4	0	0	
11	Carmick, Alice B	88	84	13	0	0	0	
45	Day, Emily	71	73	21	3	0	0	
28	Doran, Eva	81	88	8	1	0	0	
33	Dolan, Agnes C	79	92	5	0	0	0	
35	Gregory, Lizzie C	78	91	8	0	0	0	
35	Goodale, Maude	78	89	1	7	0	3	
33	Gildersleeve, Florence	79	93	4	0	0	0	
14	Goldenberg, Minnie	87	93	4	0	0	0	
41	Hazel, Jennie A	77	88	6	3	0	0	
18	Hadley, Elizabeth	85	90	5	2	0	0	
1	Hooper, Mary L	93	93	2	2	0	0	
	Jacobs, Jeannette							
11	Kuh, Carrie	88	95	2	0	0	0	
14	Kranz, Leontine	87	97	0	0	0	0	
46	Kennedy, Frances	70	59	33	5	0	0	
25	Lurch, Julia H	82	91	5	1	0	0	
35	Lyon, Juliette	78	95	0	2	0	0	
16	Lewis, Isabel	86	88	3	6	0	0	
21	Mattison, Hattie	84	92	4	1	0	0	
4	Morgan, Frances	90	94	3	0	0	0	
35	Power, Kate A	78	96	1	0	0	0	
43	Riley, Annie E	75						
46	Reid, Mary E	70	93	0	4	0	0	
11	Rose, Isabella	88	92	3	2	0	0	
4	Sturtevant, Annie	90	95	2	0	0	0	
18	Sauer, Lena	85	96	1	0	0	0	
21	Seiler, Lizzie	84	92	1	4	0	0	
28	Smith, Louise O	81	88	0	8	0	6	
24	Scouler, Mary	83	91	3	3	0	0	
1	Striem, Gussie	93	88	9	0	1	0	
31	Soulleyet, Kate L	80	91	5	1	0	0	
42	Silverman, Emily	76	92	3	2	0	0	
35	Sundmacher, Mary	78	92	5	0	0	0	
31	Swartz, Annie B	80	90	3	4	0	5	
18	Trench, Rose A	85	88	6	3	0	0	
21	Torrey, Grace E	84	96	1	0	0	0	
9	Thieleman, Sophie	89	96	0	1	0	0	

A 3d.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Dundon.
1	Urban, Mary.....	93	94	3	0	0	0	
9	Wurzbach, Alberta.....	89	94	2	1	0	0	
25	Young, Anna.....	82	86	8	3	0	4	
4	Zimmerman, Bertha.....	90	72	15	0	1	1	

B 3d

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Gillet.
12	Anderson, Kate M	86	95	2	0	0	0	
30	Balmore, Jane L	79	94	0	3	0	0	
20	Bassie, Adele M	83	89	6	2	0	0	
25	Bergamini, Theresa	82	94	0	3	0	1	
33	Berger, Annie	77	88	4	5	0	0	
47	Besselievre, Leila	68	83	9	5	0	1	
12	Blauvelt, Addie	86	91	0	6	0	0	
20	Blauvelt, Marion	83	95	0	2	0	0	
16	Bliss, Mary H	85	92	5	0	0	0	
12	Briggs, Harriet M	86	91	3	3	0	0	
34	Charlton, Maggie	76	93	3	1	0	0	
4	Coffin, Marietta	9	83	8	6	0	0	
43	Cooper, Adelaide	71	63	26	8	38		
32	Corbit, Jessie C	78	75	15	7	0	5	
46	Corwin, Fannie W	70	92	0	5	0	3	
4	Crane, Lizzie C	90	96	1	0	0	0	
34	Demarest, Lizzie	76	89	7	1	0	0	
49	Devlin, Mary E	67	84	9	4	31	0	
1	Eisig, Bella	95	95	2	0	0	0	
40	Fielder, Abbie C	73	86	8	3	0	0	
3	Foster, Kate M	91	88	7	2	0	0	
40	Gilham, Clara J	73	86	3	8	0	0	
20	Glatz, Blanche A	83	96	0	1	0	0	
25	Gwynne, Mary E	82	97	0	0	0	0	
20	Hamill, Lizzie	83	89	4	4	0	3	
4	Heggi, Rosalie	90	97	0	0	0	0	
2	Heymann, Christina	92	93	4	0	0	0	
47	Hoch, Emily	68	85	0	12	0	0	
4	Hopps, Jennie	90	92	2	3	0	0	
36	Hudson, Elizabeth C	75	82	3	2	0	0	
36	Hughes, Agnes	75	67	15	15	30	12	
39	Koegel, Bertha	74	96	0	1	0	0	
10	London, Theresa	88	90	5	2	0	0	
18	Laird, Alicia	84	95	2	0		0	
18	Massey, Laura	84	95	2	0	0	0	
30	Matthews, Kittie	79	93	3	1	0	0	
28	Murray, Agnes	80	94	0	3	1	2	
4	McKeag, Mary	90	96	0		0	1	
28	Munson, Anna	80	92	4	1	0	0	
4	Norton, Theo	90	95	2	0	0	0	
25	Parisot, Mary	82	78	10	9	0	0	
43	Patterson, Libbie	71	90	0	7	0	0	
12	Rich, Carrie	86	82	14	1	0	0	
20	Sherwood, Josie	83	93	1	3	0	0	
40	Steinert, Nellie	73	82	12	3	0	0	



B 3d.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused	Prof. Gillet.
36	Taylor, Annie.....	75	86	7	4	9	1	
16	Tilton, Emma.....	85	96	0	1	0	0	
10	Tobias, Eleanor.....	88	91	6	0	0	0	
43	Whitney, Annie.....	71	93	0	4	0	0	

C 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. days absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Day.
37	Batterman, Emma	73	95	0	2	0	0	
5	Bell, Emma	86	96	0	1	0	1	
5	Busselle, Sophie	86	93	2	2	0	0	
12	Cassley, Annie	84	96	0	1	0	0	
25	Castellanos, Lila	81	89	1	7	0	0	
1	Castellanos, Tonita	93	91	0	6	0	0	
17	Chamberlain, Alice	83	92	4	1	0	0	
31	Clarke, Elizabeth	77	77	13	7	0	0	
31	Core, Ella	77	96	0	1	0	0	
5	Crocheron, Josie	86	94	0	3	0	0	
33	Devine, Maggie	76	90	5	2	0	0	
29	De Vinne, Anna	78	93	2	2	0	0	
39	Ellison, Clara B	67	93	0	4	0	0	
34	Feeks, Mathilde	75	89	3	5	0	0	
3	Foggin Sarah	90	93	0	4	0	0	
4	Freund, Eugenia	88	88	6	3	0	0	
38	Gates, Fannie	70	94	0	3	0	0	
2	Goodwin, Mary	91	93	3	1	0	4	
—	Hammond, Laura	..	86	5	6	0	0	
11	Hardy, Elizabeth	85	89	8	0	0	0	
5	Hart, Rachel	86	96	0	1	0	0	
17	Hayes, Ida	83	95	1	1	1	2	
17	Holly, Jane	83	85	5	7	0	2	
25	Hume, Jessie	81	63	3	31	0	0	
20	Hutchison, Kate	82	83	5	9	0	2	
34	Kennelly, Ella	75	77	11	9	0	0	
12	Kennard, Grace	84	96	0	1	0	0	
12	Kerr, Margaret	84	86	5	6	0	0	
20	Kensing, Mary	82	82	7	8	0	0	
20	Kirkham, Susie	82	97	0	0	0	0	
5	Luby, Catherine	86	80	11	6	0	0	
29	Martin, Maude	78	94	1	2	0	0	
12	McComber, Carrie	84	88	5	4	0	0	
28	McIntyre, Estelle	79	88	5	4	0	0	
27	Panick, Mary	80	95	0	2	0	1	
5	Pearson, Mary	86	97	0	0	0	0	
34	Roche, Kate	75	80	5	12	0	2	
20	Smith, Martha	82	96	0	1	0	0	
20	Schuster, Minnie	82	93	3	1	0	0	
12	Steen, Martha	84	91	4	2	0	0	

D 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Aubert.
14	Adler, Frances	86	92	5	0	0	0	
2	Ashfield, Ida C	95	97	0	0	0	0	
25	Brainard, Hattie	84	94	2	1	0	0	
21	Bennett, Annie F	85	95	1	1	0	0	
37	Colquitt, Mildred	76	97	0	0	0	0	
40	Crowe, Maggie	75	84	6	7	0	0	
24	Curran, Annie	84	87	1	9	0	0	
47	Donar, Theresa	66	82	4	11	0	0	
19	Earl, Ella C	85	89	7	1	1	1	
35	Ely, Katharine	76	83	14	0	2	0	
38	Ferguson, Minnie	75	91	1	5	0	0	
33	Flynn, Rebecca	78	93	1	3	1	0	
10	Harris, Lillian	89	95	1	1	0	1	
7	Holmes, Grace C	91	97	0	0	0	0	
30	Hough, Mary	78	97	0	0	0	0	
43	Howard, Carrie	70	84	8	5	0	0	
39	Kayton, Rachel	75	91	2	4	0	0	
45	Latus, Kate	68	89	2	6	0	1	
28	Llyod, Eglantine	81	94	1	2	0	1	
11	McCready, Henrietta	89	97	0	0	0	2	
34	McCusker, Annie	76	95	2	0	0	0	
12	McEvily, Mary	88	84	3	8	0	1	
7	McGrury, Emma L	91	97	0	0	0	0	
16	McBarron, Anna	85	96	1	0	0	0	
30	McCarthy, Emma	79	96	0	1	0	0	
46	Murray, Susan	67	73	11	13	0	3	
42	Monfort, Myra	70	91	0	6	0	0	
23	Murphy, Marion	84	96	0	1	0	0	
9	Newman, Minna	90	97	0	0	0	0	
41	North, Laura	73	88	1	8	1	0	
28	Penney, Annie	81	97	0	0	0	0	
5	Pennington, Emma	92	97	0	0	0	0	
20	Pratt, Mary A	85	92	4	1	0	0	
22	Ramsey, Josie	84	72	19	6	0	0	
3	Robertson, Jeannie	93	91	2	6	0	0	
6	Rayner, Ida	92	96	1	0	0	0	
4	Signa, Ella	92	96	1	0	0	0	
30	Suling, Sophie	79	96	1	0	0	0	
16	Swanton, Ella	85	91	1	5	0	0	
15	Trowbridge, Anna	86	86	11	0	0	0	
35	Twoomey, Retta	76	89	0	8	0	0	
13	Van Zandt, Jessie	87	93	2	2	0	0	
27	Weisel, Leonora	82	96	1	0	0	0	
25	Wilbur, Mary	84	94	1	1	1	0	
18	Winterton, Jessie	85	94	2	1	0	0	
44	Westendorf, Lizzie	69	84	6	7	0	0	
1	Woodleaf, Bertha	95	94	2	1	0	0	

E 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Schlegel.
39	Bleakley, Sarah	77	92	5	0	0	0	
23	Buchanan, Cora	82	90	7	0	0	0	
46	Carlin, Elizabeth	75	91	6	0	0	0	
7	Carroll, Julia F.	91	96	1	0	0	0	
1	Chellborg, Julia	97	97	0	0	0	0	
3	Clock, Ella S.	96	95	2	0	0	0	
43	Collyer, Edith	75	89	8	0	0	0	
32	Connolly, Annie	79	94	3	0	0	0	
52	Cox, Maggie A.	69	89	8	0	0	0	
4	Davidson, Lizzie	93	97	0	0	0	0	
38	Day, Emma	80	94	3	0	0	0	
35	Davis, Delphyr	78	95	2	0	0	0	
24	Denisen, Emma	82	91	6	0	0	0	
10	Donegan, Maggie	88	97	0	0	0	0	
24	Eagen, Estelle	82	84	13	0	0	0	
31	Einstein, Sarah	79	88	9	0	0	0	
33	Farley, Mary S.	79	90	7	0	0	0	
51	Galligan, Nellie	69	57	40	0	0	0	
42	Goldie, Sarah	76	97	0	0	0	0	
5	Hedden, Sarah B.	92	97	0	0	0	0	
35	Jewett, Deborah	78	90	7	0	0	0	
17	Knipe, Susan	85	92	5	0	0	0	
27	Langstadter, Clara	80	92	5	0	0	0	
49	Lindgren, Maggie	70	89	8	0	0	0	
30	Lynch, Eleanor	79	94	3	0	0	0	
33	McDonald, Annie	79	89	8	0	0	0	
22	McMains, Susie	82	92	5	0	0	0	
54	McMullin, Sarah	57	83	14	0	1	0	
37	Menzies, Lillas	77	95	2	0	0	0	
16	Merritt, Charlotte	85	96	1	0	0	0	
29	Mettel, Dora	80	90	7	0	0	0	
38	Murray, Ella	77	90	7	0	0	0	
48	Murray, Maggie	74	91	6	0	0	0	
14	Nichols, Sarah	86	91	6	0	0	0	
43	Norton, Nellie	75	86	11	0	0	0	
24	O'Neill, Annie	81	97	0	0	0	0	
41	O'Rourke, Kate	76	89	8	1	0	0	
53	Palmer, Kate	67	72	25	0	0	0	
11	Prescott, Annie	88	93	4	0	0	0	
6	Sawyer, Genevra	91	90	7	0	0	0	
20	Stevens, Carrie	84	95	2	0	0	0	
13	Teed, Edith	87	92	5	0	0	0	
21	Thompson, Minnie	83	86	11	0	0	0	
1	**Tuska, Helena**	97	94	3	0	0	0	
19	**Uihlein, Margaretta**	85	95	2	0	0	0	

E 3d. -(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Schlegel.
15	Vanier, Louise	86	96		0	0	0	
43	Weir, Kate	75	88	9	0	0	0	
8	Weinmann, Bertha	90	90	7	0	0	0	
9	Wehle, Daisy	89	91	6	0	0	0	
12	Wetherbee, Hattie	87	97	0	0	0	0	
18	Wiley, Rachel	85	95	2	0	0	0	
40	Willis, Julia	77	90	7	0	0	0	
47	Wiseman, Carrie	75	86	11	0	0	0	
50	Youngs, Mary	70	87	10	0	0	0	

E 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Schlegel.
39	Bleakley, Sarah	77	92	5	0	0	0	
23	Buchanan, Cora	82	90	7	0	0	0	
46	Carlin, Elizabeth	75	91	6	0	0	0	
7	Carroll, Julia F.	91	96	1	0	0	0	
1	Chellborg, Julia	97	97	0	0	0	0	
3	Clock, Ella S.	96	95	2	0	0	0	
43	Collyer, Edith	75	89	8	0	0	0	
32	Connolly, Annie	79	94	3	0	0	0	
52	Cox, Maggie A.	69	89	8	0	0	0	
4	Davidson, Lizzie	93	97	0	0	0	0	
38	Day, Emma	80	94	3	0	0	0	
35	Davis, Delphyr	78	95	2	0	0	0	
24	Denisen, Emma	82	91	6	0	0	0	
10	Donegan, Maggie	88	97	0	0	0	0	
24	Eagen, Estelle	82	84	13	0	0	0	
31	Einstein, Sarah	79	88	9	0	0	0	
33	Farley, Mary S.	79	90	7	0	0	0	
51	Galligan, Nellie	69	57	40	0	0	0	
42	Goldie, Sarah	76	97	0	0	0	0	
5	Hedden, Sarah B.	92	97	0	0	0	0	
35	Jewett, Deborah	78	90	7	0	0	0	
17	Knipe, Susan	85	92	5	0	0	0	
27	Langstadter, Clara	80	92	5	0	0	0	
49	Lindgren, Maggie	70	89	8	0	0	0	
30	Lynch, Eleanor	79	94	3	0	0	0	
33	McDonald, Annie	79	89	8	0	0	0	
22	McMains, Susie	82	92	5	0	0	0	
54	McMullin, Sarah	57	83	14	0	1	0	
37	Menzies, Lillas	77	95	2	0	0	0	
16	Merritt, Charlotte	85	96	1	0	0	0	
29	Mettel, Dora	80	90	7	0	0	0	
38	Murray, Ella	77	90	7	0	0	0	
48	Murray, Maggie	74	91	6	0	0	0	
14	Nichols, Sarah	86	91	6	0	0	0	
43	Norton, Nellie	75	86	11	0	0	0	
24	O'Neill, Annie	81	97	0	0	0	0	
41	O'Rourke, Kate	76	89	8	1	0	0	
53	Palmer, Kate	67	72	25	0	0	0	
11	Prescott, Annie	88	93	4	0	0	0	
6	Sawyer, Genevra	91	90	7	0	0	0	
20	Stevens, Carrie	84	95	2	0	0	0	
13	Teed, Edith	87	92	5	0	0	0	
21	Thompson, Minnie	83	86	11	0	0	0	
1	Tuska, Helena	97	94	3	0	0	0	
19	Uihlein, Margaretta	85	95	2	0	0	0	

E 3d. -(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Schlegel.
15	Vanier, Louise	86	96	1	0	0	0	
43	Weir, Kate	75	88	9	0	0	0	
8	Weinmann, Bertha	90	90	7	0	0	0	
9	Wehle, Daisy	89	91	6	0	0	0	
12	Wetherbee, Hattie	87	97	0	0	0	0	
18	Wiley, Rachel	85	95	2	0	0	0	
40	Willis, Julia	77	90	7	0	0	0	
47	Wiseman, Carrie	75	86	1	0	0	0	
50	Youngs, Mary	70	87	10	0	0	0	

F 3d.

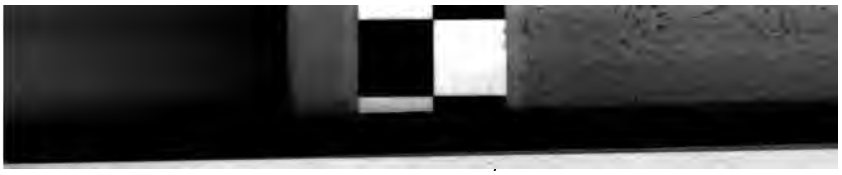
Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Woods.
9	Adler, Rachel	90	94	3	0	0	1	
27	Angus, Evelyn	81	94	1	2	0	2	
24	Auerbach, Caroline	82	92	3	2	0	0	
45	Anderson, Minnie	75	70	6	21	0	5	
22	Bennett, Ida	83	96	1	0	0	1	
17	Boak, Cornelia	85	93	4	0	0	2	
38	Brady, Ella	78	82	4	11	0	0	
28	Conner, Adelaide	81	85	12	0	0	0	
50	Doran, Catherine	72	93	1	3	0	1	
39	DuMoulin, Eleanor	77	93	2	2	0	0	
8	Dempsey, Blanche	90	96	1	0	0	0	
1	Eckman, Harriet	94	97	0	0	0	0	
15	Foster, Mary C	86	97	0	0	0	0	
16	Frank, Henrietta	85	86	11	0	3	1	
22	Finch, Jessie L	83	92	2	3	1	0	
40	Guthrie, Martha	76	88	9	0	0	0	
54	Gilbert, Ellen	65	80	10	7	0	0	
43	Gass, Jenny	75	86	6	5	0	1	
47	Harris, Eliza B.	73	87	8	2	0	0	
18	Irving, Ella S	84	87	8	2	0	0	
12	Janes, Martha	88	97	0	0	0	0	
10	Kolb, Henrietta	88	91	6	0	0	0	
52	Lane, Mary F	68	79	13	5	0	2	
20	Levy, Henrietta	84	95	1	1	0	0	
31	Meyers, Carrie	80	89	8	0	0	0	
21	Mitchell, Annie	83	94	1	2	0	0	
6	Mack, Rosa	91	96	1	0	0	0	
34	McDonough, Anna	78	97	0	0	0	1	
42	McLaren, Lena	76	92	4	1	0	0	
30	Meyers, Marion	81	95	2	0	0	0	
53	McNally, Emeline	66	73	12	12	0	0	
36	Neagle, Mary	78	94	2	1	0	0	
46	Norris, Clara	73	86	5	6	0	0	
44	Neuberger, Hannah	75	94	3	0	0	0	
32	Pockridge, Anna	79	96	1	0	0	0	
2	Potter, Annie	94	94	3	0	0	0	
11	Patterson, Virginia	88	97	0	0	0	0	
14	Powers, Frances	86	97	0	0	0	0	
4	Quigg, Agnes	93	95	2	0	0	0	
33	Rich, Kate A	79	94	2	1	0	0	
19	Ritz, Louise	84	95	1	1	0	0	
37	Sanders, Eliza	78	94	3	0	0	0	
25	Smith, Isabella	81	91	5	1	0	0	
13	Sulberg, Emma	87	93	4	0	0	1	
48	Treacy, Eleanor	72	89	4	4	0	0	

F 3d.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Woods.
41	Taddiken, Wilhelmina...	76	95	2	0	0	0	
5	Valentine, Mary.....	92	85	10	2	0	0	
3	Walker, Ida..	93	93	4	0	0	0	
6	Woll, Emma.....	91	97	0	0	0	0	
51	Weyman, Sarah.....	69	88	4	5	0	0	
29	Ward, Gertrude.....	81	93	3	1	0	3	
49	Yale, Maria.....	72	74	20	3	0	0	
34	Zirker, Caroline.....	78	95	0	2	0	0	
25	Zuckerman, Gertrude...	81	95	0	2	0	0	

G 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Holman.
2	**Bailey, Mary**	92	97	0	0	0	0	
27	**Birkins, Ettie**	78	89	6	2	0	0	
1	Brady, Mary	93	96	0	1	0	0	
22	Britton, Jenny	82	93	0	4	0	1	
15	Bruce, Fannie	84	92	3	2	0	0	
52	Callan, Mary	59	54	35	8	0	0	
49	Cavanagh, Ida	69	78	5	14	0	11	
35	Coombe, Elizabeth	76	93	0	4	0	0	
17	Cull, Mary C	83	92	3	2	0	1	
35	Cunningham, Mary	76	91	4	2	0	0	
17	Dorn, Serena	83	94	2	1	0	0	
7	**Earle, Julia**	89	90	5	2	0	0	
3	**Emminger, Lavinia**	90	96	1	0	0	0	
50	**Fall, Mary**	67	90	2	5	0	0	
38	Fisher, Emma	74	90	1	6	0	0	
44	Frost, Mary	71	93	1	3	0	1	
7	Fulda, Melinda	89	93	2	2	0	0	
12	Goldie, Hannah	86	90	2	5	0	8	
17	Gleeson, Ellen	83	95	2	0	0	0	
25	Goodman, Hulda	81	96	1	0	0	0	
40	Harder, Maggie	73	93	0	4	0	0	
22	Harrington, Frances	82	85	12	0	0	0	
15	Hauston, Julia	84	93	3	1	0	0	
13	Heims, Mary	85	96	0	1	0	0	
44	Higgins, Josie	71	91	0	6	0	0	
35	Horton, Harriet	76	96	0	1	0	0	
30	Irwin, Mary	77	97	0	0	0	0	
44	Jacobs, Elizabeth	71	96	0	1	0	0	
27	Kay, Anna	78	94	1	2	0	0	
13	Kelly, Mary	85	94	3	0	0	2	
11	Kennedy, Mary	87	94	2	1	0	4	
3	Kilpatrick, Martha	90	97	0	0	0	0	
3	McCabe, Maggie	90	93	1	3	0	0	
17	McConnell, Clara	83	86	7	4	0	0	
40	McGowan, Hannah	73	87	5	5	0	0	
48	**McGrane, Mary**	70	84	8	5	0	2	
26	McGrew, Sarah	80	95	0	2	0	1	
3	McManus, Mary	90	92	4	1	0	0	
27	Miller, Martha	78	88	9	0	0	0	
..	Murray, Alice	..	81	4	12	0	0	
10	Oppenheimer, Hannah	88	94	2	1	0	0	
30	Paulsen, Rachel	77	93	2	2	0	0	
17	Pfenning, Pauline	83	97	0	0	0	0	
44	Phair, Maria	71	85	6	6	0	0	
30	Pierson, Mary	77	85	8	4	0	0	
40	Pike, Fanny	73	92	0	5	0	0	
22	Rice, Theresa	82	91	4	2	0	0	

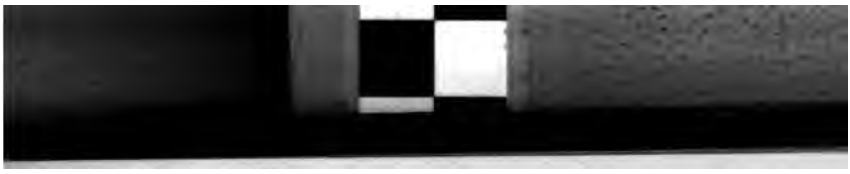


G 3d.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Holman.
38	Sheridan, Mary	74	91	2	4	0	0	
51	Smith, Mary	66	84	11	2	58	0	
43	Stackpole, Lizzie	72	86	6	5	0	0	
30	Thomas, Eloise	17	93	4	0	0	0	
7	Vail, Helen S.	89	97	0	0	0	0	
30	Wegener, Anna	77	90	0	7	0	0	
..	Whitehead, Sarah	....	59	38	0	0	0	

H 3d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Mathews.
38	Barrington, Jenny	74	80	10	7	0	0	
6	Brull, Margaret	90	94	2	1	0	0	
11	Burgmeister, Henrietta	85	97	0	0	0	0	
30	Cameron, Maria	77	82	15	0	0	0	
13	Cassidy Maria	83	90	7	0	0	0	
16	Cohen, Hannah	82	95	1	1	0	0	
16	Cole, Nellie L	82	97	0	0	0	0	
28	Condon, Mary	78	91	5	1	0	0	
23	Cornell, Eveline	80	92	3	2	0	0	
38	Garner, Ella	74	72	19	6	0	0	
16	Hanlon, Mary	82	95	1	1	0	0	
..	Harris, Elizabeth	..	82	15	0	0	0	
9	Hauser, Bertha	81	95	7	2	0	0	
45	Hays, Julia	71	90	3	4	0	0	
20	Hayes, Mary	81	97	0	0	0	0	
42	Henderson, Jane	73	91	1	5	0	0	
2	Heylbut, Joanna	94	95	2	0	0	0	
30	Heyman, Louise	77	95	1	1	0	0	
20	Horne, Agnes	81	97	0	0	0	0	
38	Harris, Sarah	74	81	8	8	0	0	
13	Jones, Jennie	83	97	0	0	0	0	
35	Jones, Agnes M	75	90	6	1	0	0	
4	Lavendol, Florence	92	97	0	0	0	0	
1	Lavendol, Adele	96	97	0	0	0	0	
11	Lederer, Rosamond	75	95	2	0	0	0	
9	Lemlein, Matilda	87	95	1	1	1	0	
8	Lyendecker Rosa	88	93	2	2	0	0	
3	Liebman, Ida	93	97	0	0	0	0	
6	Marcus, Fanny	90	84	10	3	0	1	
32	Magenheimer, Amelia	76	89	2	6	0	0	
28	Meyers, Rose	78	93	2	2	0	0	
23	McGill, Mary	80	88	8	1	1	0	
27	Mohr, Deborah	79	95	0	2	0	1	
35	Murphy, Kate R	75	87	7	3	0	0	
16	Noble, Anna	82	80	10	7	0	0	
38	O'Neil, Eleanor	74	76	13	8	0	3	
47	Peoples, Kate J	69	86	5	6	0	0	
23	Praeger, Gertrude	80	89	7	1	0	0	
13	Prunty, Mary	83	96		1	0	0	
42	Ranch, Ida	73	81	9	7	0	1	
32	Rene, Helen	76	83	13	1	0	1	
35	Schille, Laura	75	86	6	5	0	0	
20	Shanley, Lizzie	81	95	0	2	0	0	
..	Slocum Margaret		47	50	0	0	0	
47	Stainton, Annie	69	87	3	7	0	0	
32	Sutherland, Ida	76	92	3	2	0	0	



H. 3d. (*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent. Excused.	No. Days Absent Unexcused.	No. Times Present Excused.	No. Times Present Unexcused	Miss Mathews.
23	Taylor, Mary E.	80	96	1	0	0	0	
42	Wasdell, Ellen	73	90	2	5	0	0	
46	Weber, Mary	70	90	2	5	0	0	
5	Wechsler, Ida	91	97	0	0	0	0	

A 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Day Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Morgan.
6	Ackerman, Louise	93	97	0	0	0	0	
..	Baxter, Carrie	..	84	13	0	0	0	
40	Brown, Charlotte	78	92	5	0	0	0	
37	Brown, Laura A	80	96	1	0	0	0	
3	Broad, Emma G	94	96	1	0	0	1	
11	Cantrell, Lizzie	91	97	0	0	0	1	
22	Cavart, Marie	87	97	0	0	0	0	
2	Cramer, Johanna	95	93	4	0	0	0	
9	Cornish, Emilie	92	95	2	0	1	0	
16	Choate, Stella	89	97	0	0	0	0	
30	Davis, Alice	85	96	1	0	0	0	
22	Davis, Mary	87	95	2	0	0	0	
26	Dolan, Ellen	86	92	5	0	0	0	
26	Dimon, Harriet	86	97	0	0	0	1	
26	Doane, Harriet	86	97	0	0	0	0	
19	Demarest, Lizzie	88	90	7	0	0	0	
3	Eppinger, Rachel	94	88	7	2	0	0	
3	Fletcher, Helen	94	97	0	0	0	0	
43	Gardiner, Fannie	76	97	0	0	0	0	
40	Howe, Elise	78	95	2	0	0	0	
30	Hayden, Mary E	85	77	17	3	0	0	
22	Hughes, Catherine	87	93	2	2	0	0	
19	Highet, Adele	88	85	12	0	0	0	
14	Keys, Alice B	90	97	0	0	0	0	
36	Lotze, Emily	82	94	3	0	0	0	
37	Lemon, Matilda	80	89	7	1	0	2	
42	Loughlin, Mary	77	90	4	3	0	1	
6	Leerburger, Louise	93	89	5	2	0	1	
22	May Cornelia	87	93	4	0	1	0	
16	Maccabe, Helena	89	97	0	0	0	2	
19	Meyer, Amelia	88	97	0	0	0	0	
11	Murray, Catherine	91	89	3	5	0	0	
33	O'Brien, Ellen F	84	96	1	0	0	2	
9	Palm, Martha	92	96	1	0	0	0	
6	Porter, Edith	93	96	1	0	0	0	
..	Pecler, Matilda	74	73	10	4	0	0	
16	Phillips, Isabella	89	94	3	0	0	0	
34	Roy, Annie L	83	95	2	0	0	0	
26	Rullman, Amelia	86	96	0	1	0	0	
34	Shepard, Alice	83	94	1	2	1	2	
37	Simmons, Lucy	80	84	11	2	0	1	
1	Seymour, Kate	98	96	1	0	0	0	
14	Smith, Clara	90	81	4	2	0	0	
11	Tuttle, Emma	91	97	0	0	0	0	
30	Wells, Mary	85	97	0	0	0	0	
44	Woolley, Minnie	75	82	5	0	0	1	

B 2d.

NAME.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS LEAL.
ınnie	75	81	8	8	1	0	
, Lida	82	97	0	0	0	0	
la	81	73	19	5	0	0	
fannah	86	97	0	0	0	0	
, Irene	87	91	1	5	2	0	
ludora	78	95	2	0	0	0	
la	98	94	1	2	0	0	
lwina	89	94	2	1	0	0	
eimer, Laura	99	96	1	0	0	0	
ittie	88	82	11	4	0	0	
rtrude	76	75	13	9	0	0	
E	..	83	14	0	0	0	
phia R	90	90	5	2	0	0	
Alice	86	96	0	1	0	0	
g, Ella	85	92	4	1	0	0	
ry	..	2	0	60	0	0	Dis. May 9, 1879.
nnie E	89	93	4	0	0	0	
salie	79	77	11	9	0	0	
lla	81	91	6	0	0	0	
n, Sarah	69	84	14	9	0	0	
Isabel	86	92	4	1	0	6	
, Maggie	86	95	2	0	0	2	
lara	90	86	6	5	0	0	
nna	91	94	1	2	0	1	
Sarah	86	95	1	1	0	0	
orrodelia	87	86	4	7	0	0	
illie	90	95	1	1	0	1	
Jennie	96	90	7	0	0	0	
. Annie	65	79	16	2	0	1	
Martha	75	87	8	2	0	0	
Martha	89	82	15	0	0	0	
lara	85	97	0	0	1	0	
ıie G	93	96	1	0	0	0	
tta	88	94	3	0	0	0	
Selma	96	92	5	0	0	0	
cretia	86	87	7	3	0	2	
Bella	83	93	4	0	0	0	
eorgia	..	64	33	0	0	0	
lena	80	97	0	0	0	0	
, Julia	87	88	9	0	0	0	
ara	..	48	0	0	0	0	Dis. Apr. 15, 1879.
da L	90	96	1	0	0	0	
Ella	85	95	2	0	0	0	
ıie	87	78	15	4	0	0	
Florence	99	97	0	0	0	0	
illie	91	90	6	1	0	0	

C 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Willard.
34	Amerman, Frances	80	80	13	4	0	0	
41	Allen, Lottie	73	95	1	1	0	0	
29	Browne, Maggie	82	81	16	0	0	0	
5	Blogg, Matilda	93	86	11	0	0	0	
23	Blauvelt, Annie	85	94	1	2	0	0	
2	Bendelari, Blanche	95	97	0	0	0	0	
27	Brinckerhoff, Kate	84	96	0	1	0	1	
42	Burke, Maggie	72	95	0	0	0	0	
39	Burke, Mary	76	86	5	5	0	0	
16	Burdett, Alice	88	89	7	1	0	1	
..	Blake, Ella M	..	0	0	4	0	0	Dis. Feb. 6, 1879.
37	Clay, Nellie	77	84	12	1	0	0	
30	Card, Sophia	82	97	0	0	0	0	
..	Dougall, Norma	..	25	6	0	0	0	Dis. M'ch. 14,187
7	Freeborn, Julia	92	93	4	0	0	0	
44	Fox, Lizzie	63	88	7	2	0	2	
31	Garland, Leonie	8	83	9	5	0		
7	Goold, Alice	92	86	11	0	0	0	
13	Grotocloss, Hattie	90	94	2	1	0	1	
24	Haverty, Lizzie	84	93	3	1	0	0	
9	Hitchcock, Jennie	92	86	11	0	0	0	
40	Johnson, Gertrude	76	87	8	2	0	0	
19	Kelley, Ida A	86	94	3	0	0	0	
..	Kelly, Martha A		0	0	60	0	0	Dis. May 9, 1879.
18	Leaycraft, Augusta	87	90	6	1	0	0	
20	Mayer, Pauline	86	94	3	0	0	0	
25	Mullen, Lizzie	84	90	3	4	0	0	
35	Murray, Ellen	79	9	6	0	18	0	
15	Merritt, Fannie	89	91	6	0	0	0	
10	Moore, Mary	92	96	1	0	0	0	
11	McLaury, Emily	92	97	0	0	0	0	
25	Nulle, Ida	84	89	5	3	0	0	
22	O'Brien, Ellie	85	95	1	1	0	0	
3	Osborne, Lucy	92	96	0	1	0	0	
38	Peterson, Alice	77	86	8	2	0	0	
33	Pugh, Minnie	80	86	10	0	0	0	
14	Parker, Euphemia	90	92	3	2	0	0	
28	Richter, Clara	83	97	0	0	0	0	
32	Reed, Evelyn	81	86	10	1	0	0	
17	Rothschild, Ida	87	89	8	0	0	0	
36	Rush, Annie	78	80	11	6	0	0	
12	Spear, Alice	91	88	3	6	0	0	
1	Sanders, Clara	96	95	2	0	0	0	
21	Tytler, Annie	85	93	4	0	0	1	
4	Tibbits, Etta	94	89	8	0	0	0	
45	Trusty, Louise	63	84	10	3	0	0	
6	Webendorfer, Matilda	93	97	0	0	0	0	

D 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Phelps.
37	Belzer, Ella	78	92	5	0	0	0	
3	Boedicker, Lily	94	97	0	0	2	0	
13	Brangan, Margaret	89	92	5	0	0	0	
13	Berrian, Stella	89	97	0	0	0	0	
22	Carlisle, Ida	86	97	0	0	0	0	
19	Dacie, Maria	87	93	4	0	0	0	
17	DeLaw, Annie	88	81	16	0	0	0	
25	Darry, Helen	85	96	1	0	0	0	
27	Faber, Emily	84	93	4	0	0	0	
1	Grothwell, Henrietta	97	97	0	0	0	0	
34	Hughes, Annie E	80	84	13	0	0	0	
40	Hamilton, Lizzie	71	95	2	0	0	0	
16	Houston, Minnie	88	95	2	0	0	0	
31	Joyce, Mary	83	92	5	0	0	0	
36	Keilly, Annie	78	96	1	0	0	0	
8	Keegan, Lizzie	92	97	0	0	0	0	
19	Laird, Mary	87	87	10	0	1	0	
12	Law, Susie	89	96	1	0	0	0	
38	McLaughlin, Maggie	76	96	1	0	0	0	
15	Middleton, Sarah	88	97	0	0	0	0	
5	Molina, Frances	93	89	8	0	0	0	
39	McNamara, Mary	74	82	15	0	0	0	
32	Moorhead, Mary	82	97	0	0	0	0	
35	Mason, Sarah	79	55	42	0	0	0	
41	Mayer, Sarah	67	94	3	0	0	0	
24	Neagle, Kate	85	95	2	0	0	0	
.	Nugent, Ella E.	..	0	0	31	0	0	Dis. April 18, '79.
2	Peters, Caroline	97	92	5	0	0	0	
28	Raycraft, Emily	83	80	17	0	0	0	
10	Reynolds, Fanny	91	93	4	0	0	0	
..	Rock, Cora	..	44	18	0	0	0	Dis. May 9, 1879.
7	Rogers, Lizzie	93	96	1	0	1	0	
6	Schweizer, Belle	93	97	0	0	0	0	
22	Stronach, Elizabeth	86	94	3	0	0	0	
21	Stronach, Annie	86	78	19	0	0	0	
30	Scallon, Kate	83	86	11	0	0	0	
29	Tompkins, Susie	83	95	2	0	0	0	
4	Titus, Allah	94	91	6	0	0	0	
..	Van Buskirk, Grace	..	22	0	0	0	0	Dis. M'ch 3, '79.
33	Valentine, Josephine	81	96	1	0	0	0	
18	Weir, Adele DeF	87	97	0	0	0	0	
26	Werner, Carrie	84	97	0	0	0	0	
..	Wright, Desederia	..	17	0	0	0	0	Dis. Feb. 25, '79.
9	Van Cauteren, Pauline	91	97	0	0	0	0	
11	Watson, Josephine	90	96	1	0	0	0	

E 2d. (*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McGregor.
43	Allison, Carrie E.	73	93	4	0	1	0	
..	Ball, Elizabeth	..	89	12	0	0	0	
45	Betker Clara	73	95	2	0	0	4	
35	Barrett, Agnes	78	95	2	0	0	4	
39	Biegel, Gertrude	76	83	14	0	0	0	
43	Burton, Maggie	73	94	3	0	0	0	
..	Brett, Alice	..	62	2	0	0	0	Dis. May 5, 1879.
46	Blair, Maggie	72	96	1	0	0	0	
8	Christopher, Ella	91	94	3	0	0	0	
22	Connolly, Susie	79	92	5	0	0	0	
..	Coursen, Frances	..	0	0	28	0	0	Dis Mch. 10, 1879.
50	Dolan, Henrietta	67	93	4	0	0	0	
25	Davidson, Isabel	82	91	6	0	0	0	
33	Douglas, Laura	78	91	6	0	0	0	
20	Elkan, Fannie	85	89	8	0	0	0	
31	Edwards, Julia	77	84	13	0	0	0	
3	Friedenburg, Pauline	95	88	9	0	0	6	
9	Francis, Cecelia	91	90	7	0	0	0	
7	Finegan, Annie	92	90	7	0	1	0	
4	Gehrman, Fanny	94	96	1	0	0	0	
15	Gedney, Georgie	87	93	4	90	0	0	
1	Gutmann, Aurelia	98	92	2	0	0	0	
10	Grout, Eliza	90	97	0	0	0	0	
21	Gregory, Hattie	83	97	0	0	0	0	
48	Grant, Maggie	71	80	17	0	0	0	
37	Halliday, Louise	78	89	8	0	0	0	
..	Hunter, Jennie	..	82	15	0	0	0	
41	Hermann, Henrietta	74	92	5	0	0	0	
15	Haydock, Mary	87	97	0	0	0	0	
13	Hagan, Kate	88	88	9	0	0	2	
22	Hannelly Minnie	83	94	3	0	0	0	
28	Haight, Hattie	79	93	4	0	4	0	
24	Jay, Helen	82	89	8	0	0	0	
2	Kibley, Jennie	96	97	0	0	1	0	
18	Kerby, Mary	86	87	10	0	0	0	
30	Lyman, Harriet	79	90	7	0	1	0	
27	Lawler, Mamie	81	88	9	0	0	2	
6	Mather, Alice	92	93	4	0	0	0	
40	Meehan, Marcella	75	88	9	0	0	0	
49	Mook, Addie	69	91	6	0	0	2	
5	**Naeley, Jennie**	93	81	16	**0**	**0**	**0**	
26	**Pratt, Eugenia**	81	88	9	**0**	**0**	**5**	
47	**Riblet, Alida**	72	87	10	**0**	**0**	**0**	
42	**Raymond, Mary,**	74	88	9	**0**	**0**	**0**	
22	**Reed, Neva**	83	96	1	**0**	**0**	**0**	

E 2d (*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Absent.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times late Excused.	No. Times Late Unexcused.	Miss McGregor.
12	Rogers Minnie	89	92	5	0	0	0	
38	Sargent, Emma	76	87	10	0	0	0	
17	Scannell, Jessie	87	94	3	0	0	0	
19	Smith, Phebe	86	96	1	0	0	0	
36	Sullivan, Nellie	78	96	1	0	0	0	
..	Swift, Frances	..	81	16	0	0	0	
34	Snow, Carrie	78	83	14	0	0	0	
29	Tute, Kate	79	90	7	0	0	0	
11	Voorhees, Cornelia	89	88	9	0	0	0	
14	Waitzfelder, Sarah	88	94	3	0	0	0	

F 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Goodwin.
23	Baum, Gertrude	82	81	16	0	0	0	
42	Benney, Josephine	71	92	5	0	0	0	
6	Barratt, Fannie	91	85	12	0	0	0	
34	Campbell, Emma	76	93	4	0	0	0	
28	Cassidy, Isabella	79	91	6	0	0	0	
..	Collins, Mary	..	51	46	0	0	0	
8	Crane, Annie	89	95	2	0	0	0	
..	Daly, Matilda		92	5	0	0	2	
12	Dannenburg, Cecelia	86	91	6	0	0	0	
25	Edwards, Emma	81	91	6	0	0	0	
38	Espe, Emma	73	94	3	0	0	1	
2	Fegan, Mary	96	96	1	0	0	0	
2	Fegan, Elizabeth	96	96	1	0	0	0	
4	Flood, Mary	93	96	1	0	0	0	
1	Furman, Bertha	98	97	0	0	0	0	
12	Fennell, Emma	86	89	6	2	0	12	
21	Hellman, Rachel	83	93	4	0	0	0	
31	Hull, Lilie	77	94	1	2	0	2	
7	Jacobs, Lily	90	95	2	0	0	0	
44	Kehoe, Winifred	70	92	5	0	0	0	
18	Kohner, Sophia	84	90	7	0	0	0	
21	King, Nellie R	83	91	3	3	0	0	
8	Lauferty, Emma	89	95	2	0	0	0	
12	Lawson, Jennie	86	95	2	0	0	0	
47	Montrose, Estelle	63	66	31	0	0	2	
16	Marvin, Emma	85	95	2	0	0	0	
28	McCarthy, Jennie	79	94	3	0	0	0	
8	Meridan, Mary	89	92	5	0	0	0	
36	Murphy, Mary	75	97	0	0	0	0	
46	McCrane, Kate	66	91	6	3	0	1	
38	McAllister, Harriet	73	93	4	2	0	1	
34	Nafis, Agnes	76	93	4	0	0	0	
12	Newman, Estella	86	87	7	0	0	0	
31	Noble, Emma	77	82	13	0	0	0	
42	Raymond, Lilie	71	94	3	0	0	0	
45	Rodney, Emily	67	84	13	0	0	0	
5	Rottger, Elizabeth	92	96	1	0	0	0	
31	Samek, Julia	77	87	10	0	0	0	
26	Sloan, Sara A	80	96	1	0	0	0	
16	Smith, Clarissa	85	97	0	0	0	0	
30	Stahl, Clara	78	96	1	0	0	0	
18	Steinlein, Ida	84	94	3	0	0	0	
38	Thompson, Ida	73	93	4	0	0	1	
18	Titus, Stanlyetta	84	96	1	0	0	1	
36	Towle, Mary E	75	95	2	0	0	0	
8	Veit, Amy	89	92	5	0	0	0	
26	Warren, Sarah	80	81	15	0	0	0	
41	Wright, Eliza	72	91	6	0	0	0	
28	Woodhull, Frances	82	94	3	0	0	0	

G 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Smyly.
20	Appell, Helena	85	97	0	0	0	0	
9	Bennett, Mary	90	95	2	0	0	0	
31	Bennett, Frances	80	95	2	0	0	0	
19	Biele, Mary	85	94	3	0	0	0	
25	Beulshausen, Marie	82	93	4	0	0	0	
6	Billenstein, Augusta	92	97	0	0	0	0	
16	Cahen, Louise	88	87	10	0	0	0	
18	Campbell, Mary	86	97	0	0	0	0	
..	Cook, Susan	..	69	28	0	0	0	
5	Cohn, Lillie	92	92	5	0	0	0	
39	Cowan, Ida	77	93	4	0	0	2	
30	Cushing, Mary	80	97	0	0	0	0	
42	Coughlan, Salome	72	94	3	0	0	0	
40	Dowling, Frances	75	91	6	0	0	0	
43	Dumphy, Annie	72	92	4	1	0	1	
8	Folkhardt, Phebe	91	94	3	0	0	0	
..	Gillespie, Helena	..	96	1	0	0	0	
7	Gitsky, Jennie	92	86	10	1	0	0	
12	Goetschins, Jessie	89	96	1	0	0	0	
32	Higgins, Letitia	79	96	1	0	1	0	
23	Kelsch, Carrie	83	96	1	0	0	0	
37	Kenney, Ella F	77	90	7	0	0	0	
28	King, Agnes	81	97	0	0	0	0	
25	Levy, Annie	82	95	2	0	0	0	
24	Litterer, Dora	83	86	9	0	0	0	
27	Lockridge, Elizabeth	82	93	4	0	0	0	
35	Lyall, Josephine	78	95	2	0	0	0	
2	Mayer, Ida	96	92	5	0	0	0	
1	Merington, Ruth	96	97	0	0	0	0	
44	Moorcroft, Nellie	71	93	4	0	0	0	
34	Monaghan, Elizabeth	78	86	11	0	0	0	
17	Nathusius, Laura	87	96	1	0	0	0	
21	O'Donnell, Carrie	84	96	1	0	0	0	
29	O'Farrell, Mary	80	90	6	1	0	0	
45	Orde Mary	89	96	1	0	0	0	
3	Patterson, Agnes	94	94	3	0	0	0	
13	Patteson, Mary	89	94	3	0	0	0	
11	Pettit, Sarah	90	95	2	0	0	0	
14	Rosenstein, Rosa	89	96	1	0	0	0	
33	Rottger, Henrietta	79	94	3	0	0	0	
38	Ryno, Elizabeth	77	96	1	0	0	0	
21	Scanlon, Mary	84	93	4	0	0	0	
10	Schweitzer, Anna	90	97	0	0	0	0	
..	Trortzsch, Ella	..	20	0	0	0	0	Dis. Mar. 3, 1879.
41	Van Tassel, Fannie	73	93	4	0	0	0	
46	Vickere, Mary	62	92	5	0	0	0	
4	Vogel, Julia	93	88	9	0	0	0	
36	Watson, Rowena	78	82	15	0	0	0	
15	Wygant, Theodoria	88	92	5	0	0	0	

H 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Kennedy.
35	Baldwin, Alfaretta	76	75	12	0	1	0	
..	Baldwin, Maggie	..	0	0	34	0	0	Dis. M'ch 20, '79.
42	Barry, Ella	70	83	14	0	2	0	
79	Birnbaum, Laura	90	95	2	0	0	0	
29	Brennan, Emily	80	88	9	0	0	0	
11	Brewster, Emma	87	97	0	0	1	0	
40	Bush, Annie	72	94	3	0	1	0	
..	Cavanagh, Catharine	..	60	37	0	1	0	
25	Craig, Hope	82	92	5	0	0	0	
12	Croco, Annie	86	85	12	0	0	0	
33	Donohue, Sarah	79	96	1	0	1	0	
23	Donegan, Hannah	82	90	7	0	0	0	
17	Finch, Carrie	84	87	10	0	0	0	
19	Green, Annie	84	96	1	0	0	0	
..	Gutsell, Josie	..	74	23	0	0	0	
..	Glassford, Jean	..	0	0	30	0	0	Dis. M'ch 18, '79.
16	Hess, Elsie	86	95	2	0	0	0	
6	Hellmuth, Clara	91	96	1	0	0	0	
18	Hickey, Katie	84	95	2	0	0	0	
3	Hill, Mamie	93	96	1	0	1	0	
34	Hume, Mary	78	88	9	0	0	0	
43	Hemmings, Laura	66	76	21	0	0	0	
13	Keresy, Kate	86	89	8	0	0	0	
5	Kemp, Pauline	92	95	2	0	2	0	
20	Kohlisch, Elizabeth	84	97	0	0	0	0	
35	Lee, Rosa	76	91	6	1	2	0	
13	Loeb, Alida	86	92	5	0	0	0	
9	Lycett, Anna	88	92	5	0	0	0	
10	Mahr, Louise	88	96	1	0	0	0	
37	McCaul, Katie	75	92	4	1	0	0	
38	McGinn, Mary	74	85	12	0	0	0	
39	McGrath, Charlotte	72	95	2	0	0	0	
41	Martin, Sarah	71	91	6	0	0	0	
2	Meyers, Hattie	95	95	2	0	0	0	
15	Murphy, Julia	86	97	0	0	2	0	
22	Robinson, Lydia	83	95	2	0	0	0	
23	Rodenbach, Lizzie	82	96	1	0	0	0	
28	Rork, Adelaide	81	91	6	0	0	0	
1	Ryerson, Lulu	98	92	5	0	0	0	
27	Ryan, Addie	82	82	15	0	0	0	
26	Sackett, Addie	82	96	1	0	0	0	
32	Scott, Emily	79	94	3	0	0	0	
30	Seaman, Belle	80	89	8	0	1	0	
8	Searle, Irene	89	96	1	0	0	0	
3	Silber, Emma	93	97	0	0	0	0	
30	Shaughnessy, Nellie	80	83	14	0	1	0	
21	Snow, Jessie	83	95	2	0	0	0	
..	Walsh, Annie Readm. Feb. 12, '79.	..	6	0	13	1	0	Dis. May 9, 1879.

A F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	M'lle De Wailly.
5	Amerman, Louise	92	94	1	2	1	0	
2	Austin, Ida B	94	71	18	8	0	1	
..	Applegate Mary	..	51	2	6	0	1	Dis. May 9, 1879.
3	Baldwin, Mamie	93	97	0	0	0	0	
22	Bergamini, Rachel	85	96	1	0	0	1	
15	Browne, Amelia	88	96	1	0	0	0	
..	Brown, Carrie	74½	81	14	1	0	0	
25	Brown, Lizzie	83	77	11	9	0	0	
13	Browne, Minnie	89	94	2	1	0	2	
..	Brownins, Marie	..	54	3	1	0	0	Dis. Apr. 25, 1879.
14	Carll, Agnes	88	96	1	0	0	0	
6	Colling, Mary	92	89	8	0	0	0	
32	Cosgrove, Jenny	80	94	3	0	0	0	
35	Cremin, Lizzie	78	75	20	2	0	0	
19	Davis, Hattie	87	83	13	1	0	0	
29	Dingley, Hattie	81	93	4	0	0	0	
6	Fisher, Maria	92	97	0	0	0	0	
..	Fitzgerald, Johanna	..	10	0	0	0	0	Dis. Feb. 11, 1879.
21	Fridenberg, Josie	86	96	1	0	0	3	
16	Goetz, Emily	88	95	1		0	0	
34	Griswold, Carrie	78	86	10	3	0	0	
4	Grossmayer, Fannie	93	94	3	0	0	0	
..	Goettings, Anna	58	81	6	10	0	0	
20	Hayden, Eleanor	86	92	4	1	0	0	
..	Haw, S. Mamie	65	5	0	92	0	0	
..	Harrison, Agnes	..	25	5		0	0	Dis. Mar. 25, 1879.
..	Healey, Lizzie	75	92	5	0	0	0	
7	Hermann, Hannah	92	94	3	0	0	0	
11	Hickinbottom, Eva	90	94	2		0		
25	Hopps, Katie	84	92	3	2	0	0	
33	Jackson, Esther	80	97	0	0	0	0	
24	Jones, Mamie	85	96	1	0	0	0	
18	Kean, Maggie	88	93	2	2	0	0	
23	Kimball, Lizzie	85	89	8	0	0	0	
33	Lindsay, Etta	80	80	17	0	0	0	
21	Mead, Frances	86	88	9	0	0	0	
..	Martin, Lizzie		87	10	0	0	0	
12	Newning, Luella	90	90	4	3	0		
31	Peddie, Sarah	80	88	6	3	0	0	
10	Salter, Mabel	91	86	6	3	0	0	
28	Saxe, Beulah	82	83	12	2	0	1	
14	Sheppard, Emma	88	89	7		0	0	
34	Silverthau, Josie	78	93	4	6	0	0	
1	Sloane, Sarah	97	93	3	1	0	0	
27	Smith, Ida	82	92	4	1	0	0	

A F.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	M'lle De Wailly.
8	Sutton, Edith.....	91	90	7	0	0	0	
..	Smith, Emily.....	..	19	0	78	0	0	
17	Taylor, Jessie.....	88	95	2	0	0	1	
9	Vattet, Ida.....	91	97	0	0	0	0	
30	Whitney, Leila.....	81	87	10	0	1	0	
..	Voy, Josie.....	74	86	7	4	0	4	

B F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Merrill.
..	Adler, Sophie	..	59	0	0	0	0	Dis. May 5, 1879.
6	Bacon, Margaret	93	96	1	0	0	0	
..	Bellman, Agnes	..	41	5	0	0	0	Dis. April 8, 1879.
..	Bernhard, Sarah	..	8	10	5	0	0	Dis. Mch. 5, 1879.
18	Brüll, Kate	86	96	1	0	0	0	
19	Cunningham, Margaret	86	87	10	0	0	0	
25	Cunningham, Annie	83	96	1	0	0	0	
13	Calkins, Cassie	89	97	0	0	0	0	
15	Chuck, Minnie	88	87	10	0	0	0	
..	Coles, Minnie	..	29	12	10	0	0	Dis. May 19, 1879.
34	Cromwell, Ada	66	65	20	12	0	1	
12	Donohue, Eleanor	90	97	0	0	0	1	
31	Duncan, Lavinia	77	89	7	1	0	0	
33	Finney, Mary	69	93	4	0	0	0	
13	Gibbons, Agnes	89	96	1	0	0	0	
22	Haggerty, Katie	85	96	0	1	0	0	
1	Hastie, Lizzie	97	97	0	0	0	0	
17	Harper, Lizzie	87	94	3	0	0	0	
18	Hogan, Annie	86	97	0	0	0	1	
24	Hunzinger, Henrietta	85	97	0	0	0	0	
28	Hiller, Julia	78	86	8	3	1	0	
27	Henderson, Mary	81	90	7	0	0	1	
5	Harvey, May	94	93	2	2	0	0	
4	Harvey, Annie	94	83	12	2	0	0	
..	Ivey, Martha	..	48	11	0	0	0	Dis. Apr. 22, 1879.
14	Kohn, Pauline	89	96	1	0	0	0	
29	Lee, Alice	77	88	7	2	0	0	
3	Lee, Mary	95	97	0	0	0	0	
20	La Forge, Mary	86	93	4	0	0	0	
2	Lehrberger, Isabel	96	92	4	1	0	0	
8	Lyons, Frances	92	90	7	0	0	0	
9	Murray, Amelia	92	97	0	0	0	0	
11	Mandelick, Rosina	90	93	2	2	0	0	
10	McKee, Katie	91	97	0	0	0	0	
32	McKean, Elizabeth	76	91	6	2	0	0	
5	McGuckin, Emily	94	97	0	0	0	0	
30	Onderdonk, Ida	77	86	7	4	0	0	
14	Oberndorfer, Ada	89	94	3	0	0	1	
21	O'Callahan, Abby	85	97	0	0	0	0	
7	Place, Ella	92	89	8	0	0	0	
16	Rothschild, Bella	87	86	11	0	0	0	
35	Rodney, Annie	65	76	21	0	0	0	
36	Smith, Louisa	65	76	21	0	0	0	
26	Weed, Katie	81	90	5	2	0	0	
23	Walton, Alice	85	97	0	0	0	0	

CLASS F.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	M'lle De Wailly.
8	Sutton, Edith	91	90	7	0	0	0	
..	Smith, Emily	..	19	0	78	0	0	
17	Taylor, Jessie	88	95	2	0	0	1	
9	Vattet, Ida	91	97	0	0	0	0	
30	Whitney, Leila	81	87	10	0	1	0	
..	Voy, Josie	74	86	7	4	0	4	

B F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Merrill.
..	Adler, Sophie	..	59	0	0	0	0	Dis. May 5, 1879.
6	Bacon, Margaret	93	96	1	0	0	0	
..	Bellman, Agnes	..	41	5	0	0	0	Dis. April 8, 1879.
..	Bernhard, Sarah	..	8	10	5	0	0	Dis. Mch. 5, 1879.
18	Brüll, Kate	86	96	1	0	0	0	
19	Cunningham, Margaret	86	87	10	0	0	0	
25	Cunningham, Annie	83	96	1	0	0	0	
13	Calkins, Cassie	89	97	0	0	0	0	
15	Chuck, Minnie	88	87	10	0	0	0	
..	Coles, Minnie	..	29	12	10	0	0	Dis. May 19, 1879.
34	Cromwell, Ada	66	65	20	12	0	1	
12	Donohue, Eleanor	90	97	0	0	0	1	
31	Duncan, Lavinia	77	89	7	1	0	0	
33	Finney, Mary	69	93	4	0	0	0	
13	Gibbons, Agnes	89	96	1	0	0	0	
22	Haggerty, Katie	85	96	0	1	0	0	
1	Hastie, Lizzie	97	97	0	0	0	0	
17	Harper, Lizzie	87	94	3	0	0	0	
18	Hogan, Annie	86	97	0	0	0	1	
24	Hunzinger, Henrietta	85	97	0	0	0	0	
28	Hiller, Julia	78	86	8	3	1	0	
27	Henderson, Mary	81	90	7	0	0	1	
5	Harvey, May	94	93	2	2	0	0	
4	Harvey, Annie	94	83	12	2	0	0	
..	Ivey, Martha	..	48	11	0	0	0	Dis. Apr. 22, 1879.
14	Kohn, Pauline	89	96	1	0	0	0	
29	Lee, Alice	77	88	7	2	0	0	
3	Lee, Mary	95	97	0	0	0	0	
20	La Forge, Mary	86	93	4	0	0	0	
2	Lehrberger, Isabel	96	92	4	1	0	0	
8	Lyons, Frances	92	90	7	0	0	0	
9	Murray, Amelia	92	97	0	0	0	0	
11	Mandelick, Rosina	90	93	2	2	0	0	
10	McKee, Katie	91	97	0	0	0	0	
32	McKean, Elizabeth	76	91	6	2	0	0	
5	McGuckin, Emily	94	97	0	0	0	0	
30	Onderdonk, Ida	77	86	7	4	0	0	
14	Oberndorfer, Ada	89	94	3	0	0	1	
21	O'Callahan, Abby	85	97	0	0	0	0	
7	Place, Ella	92	89	8	0	0	0	
16	Rothschild, Bella	87	86	11	0	0	0	
35	Rodney, Annie	65	76	21	0	0	0	
36	Smith, Louisa	65	76	21	0	0	0	
26	Weed, Katie	81	90	5	2	0	0	
23	Walton, Alice	85	97	0	0	0	0	

C F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McDonough.
13	Bennett, Ida	87	97	0	0	0	1	
37	Bennett, Mary	75	82	12	3	0	0	
25	Busselle, Jessie	81	94	3	0	0	0	
20	Boyle, Mamie E.	83	97	0	0	0	0	
16	Colburn, Jessie	85	93	4	0	0	1	
1	Chichester, Mary	94	94	3	0	0	0	
31	Cleary, Josie	78	83	14	0	0	0	
5	Daly, Ella	92	88	9	0	2	2	
32	Drew Alice	78	92	4	1	0	0	
10	Dowe, Mamie	90	94	3	0	0	0	
17	Feldman, Annie	85	95	2	0	0	0	
34	Guthrie, Fannie	77	92	5	1	0	0	
11	Hopper, Elizabeth	90	95	2	0	0	1	
28	Higgs, Annie	80	97	0	0	1	0	
..	Hollis, Emma	..	0	0	23	0	0	Dis. Mar. 6, 1879.
34	Halliday, Ida	77	85	6	6	0	0	
7	Ikelheimer	91	93	4	0	0	0	
6	Isham, Annie	92	97	0	0	0	0	
12	Jenkins, Mattie	88	97	0	0	0	0	
19	Jackson, Mattie	84	97	2	0	0	0	
26	Knight, Sophie	81	91	6	0	0	0	
3	Knapp, Clara	94	97	0	0	0	0	
40	Lanigan, Julia	71	97	0	0	0	0	
21	McLeod, Sadie	83	97	0	0	0	0	
..	McDonald, Sarah	..	15	0	46	0	0	Dis. May 7, 1879.
36	Murphy, Frances	77	97	0	0	0	0	
9	Mason, Maggie	91	96	1	0	1	0	
22	Odell, Annie	83	93	4	0	0	0	
32	O'Brien, Susie	78	93	4	0	0	1	
1	Pinckney, Hattie	94	97	0	0	0	0	
14	Russell, Viola	86	92	5	0	0	0	
27	Reed, Isabel	80	91	6	0	0	2	
38	Rooney, Lizzie	75	90	7	0	0	2	
15	Ryan, Annie	86	85	11	1	0	0	
7	Strasburger, Clara	91	96	0	1	0	0	
4	Smith, Belle	94	93	4	0	0	0	
39	Thompson, Juliette	74	95	2	0	0	0	
23	Taylor, Eliza	82	97	0	0	0	0	
18	Tuzo, Fannie	84	97	0	0	0	0	
30	Vanderpool, Carrie	79	95	2	0	0	0	
24	Wellner, Emily	82	92	5	0	0	0	
29	Whitley, Josephine	79	93	4	0	0	1	

D F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Friend.
38	Adams, Annabel	76	83	13	1	0	0	
29	Allison, Mary	81	97	0	0	0	0	
32	Aitken, Estelle	79	96	1	0	0	0	
6	Brown, Kate	91	97	0	0	0	0	
8	Briggs, Lida	90	89	7	1	0	0	
..	Bogert, Mary	..	47	0	0	0	0	Dis. Apr. 10, 1879.
34	Baldwin, Jennie	79	96	1	0	0	0	
8	Brogan, Mary	90	96	1	0	0	0	
..	Brown, Fannie	..	32	0	0	0	2	Dis. Apr. 21, 1879.
22	Calyo, Josephine	85	94	3	0	0	0	
12	Calyo, Laura	89	96	1	0	0	0	
10	Curry, Hester	90	90	7	0	0	0	
..	Clifford, Mary	..	15	0	0	0	0	Dis. Mch. 12, '79.
13	Donohue, Kate	89	91	6	0	0	0	
..	Davis, Kate	..	0	0	0	0	0	Dis. Feb. 1, 1879.
25	Foley, Emily	83	96	1	0	0	0	
..	Fraser, Mary	..	7	0	20	0	0	Dis. Mch. 13, '79.
3	Franklyn, Annie	94	94	3	0	0	0	
	Grosjean, Elvina		77	0	0	0	0	
40	Green, Mary	75	92	5	0	0	0	
25	Geraty, Mary	83	96	1	0	0	0	
19	Holden, Adele	85	86	9	2	0	0	
2	Heimburg, Lilian	94	94	0	0	0	0	
15	Hill, Joanna	85	93	4	0	0	1	
5	Kelly, Mary T.	91	94	3	0	0	0	
39	Kelly, Mary A.	76	95	2	0	0	0	
41	Killeen, Mary	74⅝	97	0	0	0	0	
35	Lynch, Eliza	78	95	2	0	1	0	
32	Michelson, Rebecca	79	92	5	0	0	0	
19	McDonough, Lillie	85	97	0	0	0	0	
14	McLelland, Sadie	88	93	4	0	0	0	
31	McTaggart, Alice	80	92	5	0	0	0	
23	McArthur, Elizabeth	84	89	8	0	0	0	
1	Mathews, Mary	95	96	1	0	0	0	
30	Mahony, Nora	80	96	1	0	0	0	
35	Nordeman, Laura	78	94	3	0	0	0	
37	Osborn, Lucine	76	97	0	0	0	0	
19	Pratt, Emma	85	95	2	0	0	0	
17	Peck, Annie	85	94	3	0	0	0	
15	Rothkoff, Fanny	85	93	4	0	0	0	
24	Rose, Martha	84	89	8	0	0	0	
11	Rafferty, Ada	90	86	9	2	0	0	
27	Reston, Susan	82	90	7	0	0	0	
4	Scheur, Sarah	92	94	3	0	0	0	

D F.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Friend.
42	Scheffler, Josie.....	70	92	4	1	0	0	
7	Webster, Louisa.....	91	92	5	0	0	0	
18	Wallace, Emma.....	85	96	1	0	0	0	
28	Wolf, Emma.....	81	82	15	0	0	0	

E F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Constantini.
36	Abraham, Eva	71	93	4	0	0	0	
31	American, Sarah	78	93	4	0	0	0	
12	Brown, Selina	87	88	8	1	0	0	
27	Brown, Kate	82	83	14	0	0	0	
28	Bibo, Rosalie	82	94	3	0	0	0	
21	Bussing, Mattie	85	92	5	0	0	0	
37	Brice, Elizabeth	71	91	5	1	0	0	
10	Champlin, Fanny	88	97	0	0	0	0	
..	Canaday, Cecelia	..	17	0	0	0	0	Dis. Feb. 25, 1879.
13	Callan, Annie	87	97	0	0	0	0	
29	Campbell, Marion	81	97	0	0	0	2	
4	Dechert, Mamie	91	96	1	0	0	0	
35	Gordon, Emma	73	86	11	0	0	0	
16	Glauber, Martha	86	93	4	0	0	0	
3	Hirsch, Bella	93	89	8	0	0	0	
17	Jones, Jennie	86	88	9	0	0	0	
22	King, Julia	85	97	0	0	0	0	
24	Kohner, Josephine	84	60	35	2	0	0	
25	Lind, Emma	83	94	3	0	0	0	
18	McGibney, Emma	86	97	0	0	0	0	
8	McCoy, Mary	89	96	1	0	0	0	
7	McKee, Mary	90	97	0	0	0	0	
11	Morris, Sophie	88	97	0	0	0	0	
33	McGovern, Minnie	76	92	4	1	0	0	
6	McDonald, Katie	90	95	2	0	0	0	
34	Ordenstein, Hattie	74	94	3	0	0	0	
23	Partridge, Annie	85	90	5	2	0	0	
30	Regan, Maggie	79	91	6	0	0	0	
15	Sterne, Annie	87	96	1	0	0	1	
14	Serrano, Mariquita	87	96	1	0	0	1	
32	Schneider, Emma	78	96	1	0	0	0	
2	Smith, Amelia	93	96	1	0	0	0	
1	Sault, Eva	95	96	1	0	0	0	
19	Shannon, Pauline	86	92	5	0	0	0	
20	Sternberger, Rose	86	91	6	0	0	0	
5	Steele, Constance	91	92	5	0	0	0	
40	Sullivan, Maggie	69	79	14	4	0	1	
38	Strub, Annie	71	85	12	0	0	0	
26	Salberg, Ida	83	94	2	1	0	0	
9	Spillane, Mary	89	97	0	0	0	0	
39	Webster, Eliza	71	97	0	0	0	0	

F F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Conant.
26	Barnes, Eva	81	95	2	0	0	0	
17	Brandon, Hattie	87	97	0	0	0	0	
11	Brassill, Helen	90	96	1	0	0	0	
10	Chase, Rachel	90	85	10	2	0	0	
23	Corner, Mary	83	84	12	1	0	0	
8	Craig, Florence	91	97	0	0	0	0	
39	De Frece, Victoria	77	93	4	0	0	0	
5	Demarest, Fanny	93	93	2	0	0	0	
..	Davies, Mary	69	95	10	2	0	1	
..	Duryee, Nellie		0	0	9	0	0	Dis. Feb. 24, 1879.
18	Erskine, Orcilla	87	85	12	0	1	0	
40	Finegan, Mary	77	94	3	0	0	0	
..	Fullerton, Abby		41	0	6	0	0	Dis. Apr. 10, 1879.
15	Gregory, Antoinette	88	96	1	0	0	0	
22	Green, Cora	84	84	13	0	0	0	
21	Hunter, Margaret	84	94	0	0	0	0	
19	Hyman, Esther	86	88	5	4	0	0	
35	Johnson, Mary	79	89	8	0	0	0	
24	Kantrowitz, Gertie	83	89	3	5	0	0	
16	Kehler, Hattie	87	84	12	1	0	0	
33	Kelly, Annie J	80	97	0	0		1	
12	Kirkland, Charlotte	87	94	3	0	0	0	
41	Lowndes, Lena	74⅔	91	6	0	0	0	
34	Marshall, Jane	79	86	1	0	0	0	
30	Mason, Louise	81	97	0	0	0	0	
28	Martin, Caroline	82	93	4	0	0	0	
..	Masterson, Ella	..	55	5	0	0	0	Dis. May 6, 1879.
3	McElrath, Bessie	94	83	10	4	0	0	
4	McElhinney, Margaret	93	85	12	0	0	0	
13	McGloin, Grace	88	92	5	0	0	0	
19	McKinzie, Mary	86	90	7	0	0	0	
27	Milspaugh, Agnes	82	94	3	0	0	1	
35	Nicolai, Sophia	79	94	3	0	0	0	
31	Shea, Kate	81	88	9	0	0	0	
6	Shute, Martha	92	93	4	0	0	0	
1	Spence, Annie	96	92	5	0	0	0	
37	Spillane, Elizabeth	79	97	0	0	0	1	
14	Stinson, Charlotte	88	94	3	0	0	0	
..	Tannock, Mary		57	40	0	0	0	
28	Tobias, Clara	82	91	6	0	0	0	
7	Tyler, Fannie	91	93	4	0	0	0	
..	Underhill, Fanny		24	2	7	0	0	Dis. Mar. 18, 1879.
25	Van Duzen, Fanny	82	91	6	0	0	0	
37	West, Jessie	79	88	9	0	0	0	
2	Wetherbee, Mary	94	96	1	0	0	0	
32	Whitney, Lizzie	81	94	3	0	0	0	
9	Williamson, Charlotte	90	97	0	0	0	0	

A C.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Davis.
39	Adie, Annie	66	92	5	0	0	0	
2	Armstrong, Margaret	94	92	5	0	0	0	
5	Bagley, Louise	90	96	1	0	0	0	
22	Bedford, Cornelia	83	96	0	1	0	0	
19	Breitenberger, Josie	84	97	0	0	0	0	
38	Brown, Belle	71	91	6	0	0	0	
37	Byrne, Katie	73	85	10	2	0	0	
3	Coles, Bella	93	97	0	0	0	0	
34	Deans, Effie	76	95	2	0	0	2	
18	Deitsch, Addie	84	97	0	0	0	1	
17	Duggan, Nowey	85	96	1	0	0	0	
8	Duggan, Ella	89	96	1	0	0	0	
14	Fisher, Tillie	86	88	9	0	0	0	
25	Fitzgerald, Eva	83	97	0	0	0	0	
4	Glass, Belle	91	95	0	2	0	0	
26	Griffin, Annie	82	97	0	0	0	1	
21	Haag, Emma	84	96	1	0	0	0	
22	Higgins, Bella	83	97	0	0	0	0	
16	Hitchman, Mary	85	97	0	0	0	0	
1	Houser, Mary	95	97	0	0	0	0	
24	Kearney, Maggie	83	97	0	0	0	0	
11	Langstadler, Ida	87	93	4	0	0	0	
28	McCort, Mary	81	97	0	0	0	1	
13	McDonough, Isabel	86	94	3	0	0	0	
35	McGee, Katie	75	96	1	0	0	0	
27	McGuire, Angeline	81	92	4	1	0	2	
6	Murphy, Minnie A	89	94	3	0	0	0	
32	Murphy, Minnie E	77	96	1	0	0	0	
9	Price, Maude	87	94	3	0	0	0	
7	Riggs, Genevieve	89	97	0	0	0	0	
63	Roset, Bertha	79	90	6	1	0	0	
14	Roxbury, Sarah	86	95	2	0	0	0	
36	Schade, Anna	74	97	0	0	0	0	
31	Silvester, Belle	77	97	0	0	0	0	
30	Titus, Lizzie	79	93	2	2	0	1	
19	Vitty, Lillie	84	97	0	0	0	0	
12	Washburn, Emma	87	95	2	0	0	0	
40	Wetherell, Ida	65	97	0	0	1	2	
29	Weckerle, Jennie	81	86	11	0	0	0	
9	Wood, Carrie	87	95	0	2	0	0	

B C.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Ely.
2	Anderson, Edith	97	97	0	0	0	0	
35	Bergen, Mary	74	94	3	0	0	0	
9	Bokee, Sarah H	94	97	0	0	0	0	
26	Brannagan, Agnes	81	94	1	2	0	0	
32	Boyle, Mary	77	96	0	1	0	1	
31	Brown, Amanda M	78	97	0	0	0	0	
1	Carter, Ellen M	97	96	1	0	0	0	
24	Cohen, Lillie	82	90	7	0	0	0	
28	Cowen, Rachel	80	71	26	0	0	0	
15	Duval, Maenette	86	96	1	0	0	0	
10	Elliott, Rebecca	91	94	3	0	0	0	
8	Fenno, Gertrude	95	91	6	0	0	0	
4	Ganson, Susan M	96	97	0	0	0	0	
6	Hubbard, Grace	95	85	11	1	0	0	
..	Hayes, Hannah	..	6	3	0	0	0	Dis. Feb. 13, 1879.
17	Hiscox, Minnie	86	91	6	0	0	0	
4	Jacobs, Katharine	96	87	8	2	0	0	
..	Jacobi, Rachel	..	58	1	0	0	0	Dis. May 5, 1879.
23	Japha, Ida	82	94	2	1	0	0	
34	Loughlin, Kate	74⅛	93	3	1	0	3	
20	Lewi, Nina	84	97	0	0	0	0	
22	Martinache, Eugenia	84	87	7	3	0	3	
33	McCarthy, Eleanor L	75	96	1	0	0	0	
20	Meinhard, Ida	84	95	2	0	0	0	Dis. June 27, 1879.
..	Milligan, Anna	..	19	42	35	0	0	
..	McGloin, Adelaide	62	87	8	2	0	2	
30	Mahoney, Mary	78	91	5	1	0	1	
3	Nutty, Harriet	96	97	0	0	0	0	
11	Nutty, Anna	90	85	12	0	0	0	
..	O'Neil, Honora	75	97	0	0	0	0	
27	Plumb, Laura	80	97	0	0	0	0	
6	Roos, Minnie	95	96	0	1	0	0	
..	Rosenstein, Jessie	..	54	5	0	0	0	Dis. May 5, 1879.
25	Riley, Mary E	82	88	7	2	0	1	
..	Robb, Margaret	69	97	0	0	0	0	
16	Sexton, Nettie	86	95	1	1	0	0	
13	Sperling, Roletta	88	91	6	0	0	0	
19	Strauss, Isabel	85	90	5	2	0	0	
13	Stubbs, Julia	88	93	4	0	0	0	
18	Thomas, Anna	85	97	0	0	0	0	
28	Wessel, Lillie	80	97	0	0	0	0	
12	Wolff, Amelia	89	89	6	2	0	0	

C C.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Ebecke.
14	Beller, Wilhelmina	85	97	0	0	0	0	
16	Busche, Mary	84	89	8	0	0	0	
3	Baruc, Kate	94	71	26	0	0	0	
17	Clifford, Maggie	84	97	0	0	0	0	
29	Decker, Amanda	77	93	4	0	0	0	
15	Durando, Martha	85	81	16	0	0	0	
32	Ellis, Fannie	75	95	2	0	0	0	
..	Flynn, Maggie	62	69	27	1	0	0	
26	Ferris, Louise	78	89	8	0	0	0	
..	Grant, Isabelle	75	78	19	0	0	0	
..	Hoefling, Anna	62	87	10	0	0	0	
23	Jones, Luella	79	92	5	0	0	0	
21	Koehler, Clara	80	97	0	0	0	0	
4	Knox, Rebecca	94	95	2	0	0	0	
1	Kitchelt, Emma	99	97	0	0	0	0	
20	Klapper, Jenny	80	91	6	0	0	0	
..	Keller, Louise	69	82	15	0	0	0	
6	Lutz, Minnie	90	97	0	0	0	0	
13	Lipps, Julia	86	96	1	0	0	0	
19	McCullough, Ella	81	84	13	0	0	0	
7	McCullough, Minnie	89	91	6	0	0	0	
8	Metzgar, Lillie	89	97	0	0	0	0	
..	Monahan, Harriet	71	86	10	1	0	0	
25	Menge, Annie	78	78	19	0	0	0	
31	Murdock, Viola	76	90	7	0	0	0	
22	McDermott, Annie	80	91	6	0	0	0	
9	Newborg, Bertha	89	86	11	0	0	0	
30	Niver, Jessie	76	87	10	0	0	0	
..	Oppenheim, Priscilla	67	84	13	0	0	0	
24	Olney, Mary	79	97	0	0	0	0	
11	Reiche, Ida	87	93	4	0	0	0	
5	Sickles, Mathilde	93	92	5	0	0	0	
2	Simm, Josephine	96	92	5	0	0	0	
..	Siemes, Annie	..	29	3	1	0	0	Dis. Mar. 20, 1879.
10	Schulze, Ida	88	96	1	0	0	0	
18	Taylor Lillian	81	92	5	0	0	0	
28	Tierney, Lizzie	78	92	0	0	0	0	
12	Waxelbaum, Jennie	86	93	4	0	0	0	
27	Woodward, Anna	78	91	6	0	0	0	

D G.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Beckwith.
6	Acker, Susan M	91	89	8	0	0	0	
..	Attinelli, Marie	74½	94	3	0	1	0	
..	Beck, Magdaline	..	88	9	0	1	1	
13	Berghold, Eliza	86	97	0	0	0	0	
26	Blumenthal, Lottie	75	93	4	0	0	0	
11	Briggs, Fannie	87	85	12	0	0	0	
..	Carroll, Emma T	..	41	3	6	0	0	Dis. Apr. 15, 1879.
7	Carter, Emma F	91	97	0	0	0	0	
15	Carter, Grace H	84	97	0	0	0	0	
3	Chambers, Lilian	94	97	0	0	0	0	
12	Coyne, Lizzie J	86	94	3	0	0	0	
25	Fleming, Minnie L	75	86	1	0	0	0	
23	Germond, Lily	79	86	1	0	0	0	
24	Haslett, Emma S	78	96	1	0	0	0	
5	Highet, Carrie	92	95	2	0	0	0	
27	Hoagland, Ida	73	91	6	0	0	1	
..	Holmes, Carrie	65	88	9	0	0	0	
28	Holzwasser, Eva	71	89	6	2	0	0	
29	Hummel, Mary	71	95	2	0	0	0	
20	Jocoby, Emilie	80	96	1	0	0	0	
22	Jerman, Agnes	79	90	7	0	0	0	
..	Kenney, A. Jessie		93	4	0	0	0	
17	Koezly, Matilda	83	97	0	0	0	0	
19	Loper, Mary F	81	97	0	0	0	0	
..	Leighton, Mary, readmitted March 17, 1879	59	59	8	0	0	0	
..	Lyons, Henrietta	..	56	3	8	0	0	Dis. May 15, 1879.
8	Maher, Ellen F	90	97	0	0	0	0	
4	McClave, Mamie	92	89	8	0	0	0	
10	Mosbach, Lizzie	88	87	10	0	0	0	
..	Newkirk, Fannie	71	91	6	0	0	0	
14	Peters, Adele	85	79	18	0	0	0	
18	Russell, Millie	83	93	3	1	0	0	
1	Ryerson, Edith	99	95	2	0	0	0	
..	Schlott, Emma	71	97	0	0	0	0	
9	Seggerman, Louise	89	94	3	0	0	0	
..	Shea, Mary	68	89	8	0	0	0	
30	Sterling, Emily	70	81	16	0	0	0	
16	Sutton, Elizabeth	84	97	0	0	0	1	
21	Vance, Maggie	80	92	5	0	0	0	
2	Young, Mamie	96	97	6	0	0	0	

E C.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Mad. Diaz.
6	Beck, Isabella	90	96	1	0	0	0	
24	Blumenthal, Julia	76	92	5	0	0	1	
25	Brown, Carrie	76	89	8	0	0	0	
27	Bryan, Ida	75	96	1	0	0	0	
14	Buchler, Minnie	84	92	5	0	0	1	
23	Cohn, Mary	77	96	1	0	0	0	
..	Condon, Kate	64	93	3	1	0	1	
..	Corey, Maggie	67	93	3	1	0	0	
3	Crome, Annie	96	96	1	0	0	0	
..	Crowley, Sarah	67	97	0	0	0	0	
9	Donald, Lizzie	86	96	1	0	0	0	
28	Donovan, Ellen	72	94	3	0	0	0	
..	Drew, Mamie	60	85	11	1	0	0	
29	Duane, Eliza	71	95	2	0	0	0	
..	Dusenberry, Ella	..	58	18	21	0	0	
4	Elder, Annie	95	97	0	0	0	0	
1	Flood, Christabel	97	97	0	0	0	0	
16	Gillespie, Annie	83	95	2	0	0	2	
..	Grant, Jean	64	86	9	2	0	0	
5	Gray, Mamie	93	91	5	1	0	0	
13	Herr, Hattie	86	95	2	0	0	0	
12	Fitzpatrick, Elizabeth	86	96	1	0	0	0	
2	Hey, Hannah	96	96	1	0	0	0	
10	Hochster, Fannie	86	93	4	0	0	0	
..	Kane, Mary	71	92	4	1	0	1	
..	Kelly, Sarah	76	97	0	0	0	0	
8	Long, Lizzie	88	94	2	1	1	0	
22	Magner, Isabel	79	97	0	0	0	0	
26	Marshall, Justina	75	97	0	0	0	0	
18	Marshall, Josephine	82	95	2	0	0	0	
17	McClean, Alice	82	91	6	0	0	1	
11	Northshield, Addie	86	87	9	1	0	0	
16	O'Neil, Mary	83	97	0	0	0	0	
..	Oppermann, Alice	..	88	5	4	0	0	
19	O'Reilly, Maggie	81	87	8	2	0	0	
7	Rich, Alice	88	97	0	0	0	0	
17	Rosenzweig, Kate	82	87	8	2	0	0	
19	Samter, Carrie	81	92	5	0	0	0	
15	Sommers, Johanna	83	91	6	0	0	0	
20	Tugwell, Mary	81	82	13	2	1	0	
21	Whitelaw, Jennie	81	86	9	2	0	0	

A 1st.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Campbell.
22	Austin, Elizabeth J	78	97	0	0	0	0	
28	Broderick, Elizabeth	77	90	7	0	0	0	
47	Boese, Fannie O	74	95	2	0	0	0	
28	Baldwin, Libbie	77	95	2	0	1	0	
..	Bethman, Anna	..	0	0	6	0	0	Dis. Feb. 6, 1879.
54	Berrian, Cornelia	72	88	4	5	0	0	
13	Burgemeister, Grace	80	97	0	0	0	0	
9	Brown, Isabella	81	95	0	2	0	1	
52	Brewster, Annie	73	97	0	0	1	0	
..	Corner, Eliza	..	0	0	6	0	0	Dis. Feb. 4, 1879.
55	Clancy, Kate	71	80	15	2	0	0	
56	Clark, Hester	70	93	1	3	0	2	
13	Daly, Margaret	80	85	7	5	0	1	
22	Dugan, Mary	78	97	0	0	0	0	
9	Dunkirk, Rena	81	93	3	1	0	0	
..	Evans, Virginia	..	20	6	24	0	0	Dis. Apr. 18, 1879.
..	Everett, Mary A	..	37	2	63	1	3	
16	Finn, Mary	79	95	1	1	0	0	
13	Finegan, Emily C	80	96	1	0	0	0	
28	Frawley, Mary E	77	97	0	0	0	0	
16	Gensler, Rachel	79	96	1	0	0	0	
6	Hanna, Mary	82	91	5	1	0	1	
16	Henry, Margaret	79	91	6	0	0	0	
3	Hepburn, Elizabeth	85	93	4	0	0	0	
47	Harper, Mary V	74	89	5	3	0	0	
47	Hopps, Frances	74	85	7	5	0	0	
16	Hayes, Mary V	79	94	0	3	0	0	
9	Howell, Maggie	81	94	3	0	0	0	
22	Haas, Minnie	78	73	2	22	0	9	
..	Hill, Ella	..	4	0	60	0	0	
..	Hunter, Lydia	..	0	0	2	0	0	Dis. Feb. 3, 1879.
40	Jerome, Della	75	85	11	1	0	0	
..	Johnston, Katie	..	91	4	2	0	0	
16	Kelly, Bella	79	92	0	5	0	0	
35	Keen, Ruth L	76	88	8	1	0	0	
2	King, Lilian M	86	88	5	4	0	0	
6	Keller, Caroline	82	88	6	3	0	0	
..	Mulleny, Annie	..	8	0	88	0	0	
1	McNamara, Margaret	88	97	0	0	0	0	
..	Murphy, Lizzie	..	0	0	2	0	0	Dis. Feb. 3, 1879.
..	McDermott, Mary	..	26	2	10	0	0	Dis. Apr. 25, 1879,
28	McDonald Rose	77	76	9	12	28	4	
47	Merchant, Jennie	74	89	6	2	0	0	
35	Miller, Regina	76	97	0	0	0	0	
28	McIntosh, Kate	77	97	0	0	0	0	
35	McArdle, Maggie	76	96	1	0	0	0	

A 1st.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Campbell.
28	McCarthy, Elizabeth	77	95	1	1	0	0	
22	McGregor, Annie	78	93	0	4	0	2	
40	Lampe, Mary	75	68	21	8	0	2	
..	O'Meagher, Eveline	..	82	4	11	0	1	
9	O'Neill, Theresa	81	95	2	0	0	0	
40	Place, Laura	75	96	1	0	0	0	
40	Robinson, Hannah	75	84	2	1	0	0	
3	Ryerson, Ione	85	91	3	3	0	1	
47	Ryerson, Minnie	74	82	5	10	0	1	
28	Ryer, Kate E	77	91	3	2	51	..	
40	Raywood, Josie	75	95	1	1	0	0	
22	Reif, Mary	78	90	5	2	0	6	
52	Schoolmaster, Nettie	73	94	0	3	0	4	
16	Spiro, Gertrude	79	97	0	0	0	0	
69	Stransky, Bertha	71	94	0	3	0	0	
..	Swager, Josie	..	0	6	0	0	0	Dis. Feb. 14, 1879.
..	Smith, Mary	..	19	1	77	0	0	
..	Steinreich, Leonora	..	3	7	0	0	0	Dis. Feb. 18, 1879.
40	Thurston, Jennie	75	93	3	1	0	3	Dis. June 18, 1879.
..	Thorp, Annie	..	3	0	2	0	1	Dis. Feb. 12, 1879.
35	Travis, Alice	76	84	9	4	0	4	
5	Van Orden, Jennie	83	77	20	0	1	1	
35	Wilson, Ada	76	96	0	1	0	0	
6	Wilsey, Nellie	82	88	3	6	1	0	
..	Wemmell, Lottie	..	51	5	4	0	0	Dis. Apr. 21, 1879.
22	Walker, Hattie	78	85	5	7	53	0	

ADMISSIONS FROM PUBLIC SCHOOLS.

SEPTEMBER 1, 1879.

Rank.	Names.	Number of School.	Average per cent.
1	Maurer, Ida K	47	98⅛
1	Curry, Ella	64	98⅛
3	Heyman, Meta	47	98
4	Honig, Emma	47	98.
5	Shay, Annie	12	98
6	Foster, Frances W.	17	98
6	Stevens, Agnes E.	45	98

ADMISSIONS FROM PUBLIC SCHOOLS SEPTEMBER 1, 1879.

* Discharged Oct. 1, 1879, for Non-attendance.

No. of School.	Name.	Average per cent.	No. of School.	Name.	Average per cent.
48	Adams, Minnie	97	39	Baird, Sophie	93
48	Archbold, Lucy	96	48	Bates, Annie	93
47	Alexander, Bianca	94	68	Brandes, Henrietta	93
41	Amer, Lizzie	94	17	Burnett, Elizabeth C	92
3	Adler, Celia	94	59	Bernheim, Rachel	92
59	Arnold, Frances	94	59	Boyle, Mary A	92
68	Ayres, Mamie E	93	45	Bennett, Lizzie H	92
50	Abbey, Gertrude	93	69	Bayles, Martha	92
53	Ambrose, Maude W	93	68	Brockway, Hattie	92
68	Adams, Cecelia C	92	17	Bartlett, Edith C	92
53	Auerbach, Helen S	91	18	Burdette, Lulu	91
50	Addi, Nellie T	91	68	Beyea, Julia D	91
59	*Adler, Bertha	91	47	*Baker, Katie M	91
48	*Ansado, Lolo	90	53	Blasdell, Kittie E	90
39	Adams, Sarah	90	30	Barrett, Mary	90
22	*Arnold, Annie B	90	66	Berrian, Georgiana	90
33	Armstrong, Mary	90	39	Bruen, Bertha	90
53	Auerbach, Amanda	90	69	Buckley, Mary I	90
68	Allen, Grace R	88	66	Brown, Lucy	90
33	Ahrens, Celia	88	17	Beattie, Mamie E	90
47	Applegate, Sadie E	87	59	Bradley, Eliza J	89
28	Adler, Amelia	85	47	Browne, Amelia M	89
42	Aaron, Hattie	85	47	Beatty, Ella	89
49	Arthur, Ida	84	61	Brandt, Carrie L	88
14	Appleton, Jennie	84	69	*Bendalari, Celestine A	88
17	Armstrong, Anna B	80	69	Bellis, Ida	88
			21	Breutcher, Katie	87
10	*Borst, Margaret	97	33	Brunning, Caroline M	87
36	Bostwick, Edith	96	59	Betker, Flora B	87
56	Breakall, Susie	96	15	Bennett, Mary M	87
49	Bennett, Lizzie A	96	9	*Blankenburg, Louise	87
59	Brown, Lucy W	95	69	Bangs, Louisa A	87
47	Brett, Edith	95	30	Brogan, Katie E	86
4	Brown, Lily	95	17	Burnham, Leonora M	86
59	Brady, Jennie F	94	25	*Bingham, Ella	85
53	*Bozzette, Elizabeth	94	5	*Brady, Mary C. A	85
9	*Barker, Lizzie	94	38	Becker, Ada	85
50	Brazier, Emma J	94	69	Bush, Minnie M	85
12	Blair, Jennie	94	60	Bisland, Caroline R	85
64	Bussing, Mamie	93	14	Byrnes, Annie V	85
12	Baldwin, Fannie	93	61	Bell, Minnie E	84
41	Brinkerhoff, Cecelia	93	53	Branig, Isabella C	83
59	Brown, Myra J	93	17	Brinkerhoff, Ettie	83

No. of School.	Name.	Average per cent.	No. of School.	Name.	Average per cent.
22	Beattie, Nellie	83	49	Cody, Mary E	86
3 C	Brown, Adele A	83	20	Clark, Jessie J	85
14	*Briggs, Jennie E	82	38	Caffrey, Julia	85
2	Brown, Sidney	81	44	Chatony, Katie	85
13	Burgemeister, Emma	80	12	Carney, Lizzie	84
			17	Corey, Margaret A	84
64	*Curry, Ella	98	37	Collins, Sarah E	84
63	Cochrane, Elizabeth	97	22	Clifford, Mary A	84
17	Coles, Nellie	96	15	* Cohn, Louisa	83
68	*Cobb, Carrie	96	37	* Clark, Ida B	82
59	Clevenger, Harriet A	95	48	* Coyle, Mary	82
17	Cameron, Annie M	95	46	Creeden, Annie E	82
63	Carpenter, Nellie	95			
14	Cowen, Hattie	94	28	Dodds, Josephine	96
22	Chevalier, Susie C	94	59	Downey, Margaret E	95
17	Crowther, Josephine	94	47	Dean, Hattie M	95
60	*Carr, Mary E	94	68	*Decker, Helen W	95
33	Cook, Mary E	93	59	*Dunn, Wilhelmina	94
59	*Carroll, Annie C	93	10	*Daus, Annie A	94
21	*Cregin, Laura	93	42	Duffy, Catharine L	92
50	Charles, Emily C	92	1	DeLargay, Mary	92
69	Currin, Sarah H	92	50	Damrosch, Mary	91
12	Culhran, Annie	92	68	Deming, Adele A	91
59	*Cramer, Bertha	92	68	Dikeman, Hattie A	91
59	Cremins, Julia	92	46	Devlin, Sarah	91
42	Cherry, Frances	91	1	Donnelly Marg't	91
59	Clapp, Louisa B	91	37	Dunn, Lizzie B. D	90
41	Crow, Mamie	91	47	*Deuscher, Minnie T	90
41	*Chambard, Sophia	91	28	Dunn, Sarah	90
37	*Chapman, Grace	91	47	Dusenberry, Martha	90
30	Callaghan, Maggie	90	39	Dolan, Addie	90
48	Castellanos, Angelita	90	18	Dinklespiel, Rebecca	89
61	Condon, Kate A	89	60	Dennis, Isabella	89
3	*Carpenter, Hattie	89	69	*Doolady Maggie C	89
19	Cunningham, Annie L	89	69	Doonan, Florence	89
68	Collord, Mabel	89	49	Denmead, Mary E	88
59	*Cohn, Amelia	88	61	Denicke, Ernestine E	88
44	Creed, Loretta	88	44	Derick, Lillie	88
47	Campbell, Mary	88	45	*Donnelly, Mamie J	88
17	Crawford, Elizabeth J	88	69	DeFrece, Essie	88
25	Cuddy, Mary	88	33	Dimond, Annie A	87
44	Cherry, Katie	88	17	Doneghan, Kate	87
44	Collignon, Annie M	88	14	Daly, Rebecca H	87
37	Cook, Ida M	87	27	Duffy, Eliza A	86
4	Carl, Kate	87	42	Drucker, Nettie	85
45	Canfield, Susie A	87	39	Drumgold, Gussie	85
21	Cunningham, Elizabeth	86	44	Dowling, Mary	85
62	Copp, Ida M	86	33	DeLanoi, Lilly E	84

No. of School.	Name.	Average per cent.	No. of School.	Name.	Average per cent.
4	Deeves, Eliza	84	49	Finley, Bella S	87
50	Douglass, Elizabeth	83	48	Fitzpatrick, Edith	86
49	Dermody, Mary	82	18	Fredericks, Lottie	85
53	Davidson, Emma	81	13	Friel, Matilda M	85
3	(Col.) Datson, Lelia C	81	36	Flashner, Rosa	83
14	Doyle, Sarah J	81	56	Ferguson, Sarah M	81
			49	Fischer, Mary J	81
45	Evans, Lulu	96	14	Ferguson, Jennie	80
47	Elliott, Alice F	93	44	*Farmer, Mary	80
47	Eckhardt, Selma	93			
37	*Engelke, Anna M	89	47	Giles, Bessie S	96
37	Ehrlich, Celia	89	10	Gamble, Susan G	96
46	Eastwood, Marg't A	88	48	Greczynska, Mary	96
68	Erwin, Helen A	88	47	Gottgereu, Eva	95
22	Erbschloe, Agnes	86	49	*Green, Julie A	95
28	Enste, Matilda H	86	45	*Gilbert, Annie H	95
25	Edwards, Katie	84	64	*Gibbons, Frances	95
69	Ellis, Emma J	82	33	Gage, Sarah A	94
37	Espe, Grace B	82	49	Griswold, Edith J	93
38	Eustace, Belle	80	63	Greve, Caroline D	92
			44	*Gray, Katie	91
17	Foster, Frances N	98	45	Gregory, Sarah L	91
59	Fisher, Henrietta	93	37	*Goodman, Hannah	90
37	Fairweather, Annie J	93	46	*Gray, Lizzie R	90
60	Fulton, Fannie C	93	17	Granzen, Rebecca	90
61	*Freyer, Pauline M	92	41	Gedney, Josie	89
59	Friend, Alvina	92	47	Goepp, Ida	89
13	*Prey, Adelia C	92	2	Glenton, Mary V	88
1	Finn, Lily	92	59	Godfrey, Kate A	88
59	*Friesner, Mary	91	47	Gafney, Lily	88
59	*Fitzpatrick, Eliz. C	91	17	*Garrison, Genevieve	88
59	Fibel, Florence	91	28	Godfrey, Minnie	88
48	Fischer, Antonia	91	47	Garrard, Florence A	88
59	Frank, Leonora	91	68	Graham, Carrie B	87
59	Friedman, Henrietta	90	37	Greene, Ella	84
59	Fribourg, Bertha	90	33	*Gallagher, Margaret A	83
47	Farley, Lavinia	90	39	Gobers, Essie	82
39	Feltz, Essie	90	66	Geer, Clementine A	81
45	Frazer, E. Gertrude	90	9	Garside, Maggie B	80
22	Feore, Katie A	90			
49	Fisher, Minnie E	90	47	Heyman, Meta	98
59	*Freedman, Janet	88	47	*Honig, Emma	98
3	Frommel, Carrie	88	47	Herendeen, Fannie E	97
3	Frey, Annie E	88	68	Hickok, H. Louise	96
3	*Fancher, Flora	88	10	Handte, Emilie H	96
59	Friend, Minnie E	88	47	Henken, Kate S	95
48	*Fellows, Susie O	87	53	Hamlin, Fannie C	95
69	Foster, Florence	87	59	Hecht, Carrie	94

No. of School.	Name.	Average per cent.	No. of School.	Name.	Average per cent.
59	Hardy, Kate	94	38	Higgins, Katie A	84
34	Helmuth, Louise	94	14	Hibbard, Sophie	84
46	*Harden, Mamie A	94	14	Henderson, Katie	84
53	Hayes, Kate E	94	50	Hughes, Sarah E	83
59	*Horgan, Mary L	93	33	*Haberer, Rosa A	82
50	Herrick, Hannah K	93	48	Hunter, Fannie	81
45	*Haring, Laura E	93	27	Hassett, Lizzie A	81
28	Hubbs, Jessie B	92	53	Hoag, Emeline A	80
28	Hulskamp, Helena	92	44	*Hanley, Maggie	80
18	Harrison, Tessie	92	46	Howe, Julia A	80
56	Higgins, Bessie S	92			
28	Hayes, Maria A	92	17	Ikelheimer, Ida	94
66	Healey, Mary E	92	33	Irving, Elizabeth S	93
68	Haw, Jessie F	92	69	Iglestrom, Janet	88
60	Huntington, Mary C	92	39	Isaac, Juliet	84
50	*Hayman, Carrie	92			
61	*Hopwood, Sarah E	91	17	Jaret, Elizabeth	95
37	Hallaran, Mary F. A	91	59	Jordan, Sarah A	95
17	Harkness, Martha	91	48	Joyce, Lillie	92
59	*Hirsch, Ida	90	59	Jacobs, Edith S	91
47	*Hubbard, Anita E	90	68	Johnson, Annie E	91
15	Hunter, Emma	90	47	Johnston, F. Addie	90
45	Hixon, Kate B	90	59	Jaretski, Minnie	89
68	Howland, Stella	90	18	Jackson, Josie	89
33	*Hackland, Emily	89	47	*Jones, Ida M	85
17	Hennessy, Mary	89	53	*Jaeger, Wilhelmina	80
37	Hesson, Ida L	89			
45	*Herrmann, Kittie	89	20	Klein, Melinea L	97
22	Higgins, Louisa	89	64	Kerr, Sadie M	95
21	Harrison, Alice	88	56	Knapp, Mary I	95
14	Hiscox, Annie F	88	39	Knox, Mamie	95
45	Hopper, Mary C	88	47	Klamroth, Gertrude A	94
2	Hughes, Mary	87	17	Kay, Matilda	94
2	Harrington, Mary T	87	14	Keefer, Doris A	93
4	Haynes, Carrie	87	63	Kirkham, Lucy A	93
53	Hamlin, Kittie	87	47	Kelly, Ellen T	92
45	*Harris, Pauline	87	59	Kearns, Carrie W	92
50	Henry, Clara	87	59	Kilpatrick, Margaret	92
19	Harris, Elizabeth S	87	3	Knapp, Ella	92
50	Hawley, Annie T	87	39	Knox, Mattie	92
4	Hyman, Sarah	86	68	Kennedy, Kate L	92
44	Hernberg, Lizzie	86	33	Kroger, Amelie D	91
18	Held, Henrietta	85	33	Kirk, Mary	90
10	Hogan, Mary	85	56	*Kettleman, Lena E	90
13	*Horne, Annie	85	9	Ketcham, Alice E	90
69	Hamilton, Emma	85	49	Kirk, Minnie	90
C. 3	Holmes, Hattie M	84	47	Klamroth, Clara J	89
4	Hawke, Mary,	84	15	*Klauber, Julia	89

No. of School.	Name.	Average per cent.	No. of School.	Name.	Average per cent.
25	Kleman, Anna	89	59	May, Florence	95
2	Kenny, Eliza F	88	59	Mayer, Augusta C	95
47	Knight, Emma L	88	56	Miller, Martha F	95
59	Klinger, Louisa	87	68	Merington, Ethel	95
42	Kornfeld, Otille	86	25	Mayer, Annie	95
25	Kantrowitz, Esther	86	12	McGill, Hannah	94
36	Keenan, Lizzie A	85	59	Mahoney, Mary B	94
13	*Kuster, Johanna	85	37	Mowbray, Anna C	94
60	Kelly, Mary J	85	47	Moore, Eliza V	93
47	Knowlton, Adelina	82	59	McGuire, Mary C	94
8	Kalsch, Annie M	81	45	McCraith, Amelia H	94
38	Kelly, Nellie	80	33	McGrath, Margaret	63
			59	*Mansel, Teresa	92
63	Law, Jessie	97	59	Moxam, Teresa F	92
18	Luman, Sophia	94	56	Murtha, Margaret	99
47	*Levi, Emma	94	41	Myers, Phemie	93
53	Loeb, Ida B	93	47	McGuire, Susie	93
12	Leyser, Bertha	93	47	McCann, Anna	93
18	Leo, Joanna	93	69	Murray, Julia J	93
41	Law, Amelia	93	46	McAllister, Emily	93
53	Lavendol, Edith	93	14	McCabe, Mary A	93
47	Link, Carrie B	92	50	Maack, Annie L	93
1	Lindberg, Hannah	92	61	Morris, Frances	92
59	Lydon, Margaret R	91	3	*McKay, Sarah J	93
37	Lissner, Amelia	91	47	Montgomery, Minnie A	92
2	Libman, Lizzie	90	45	Matson, Eva F	92
12	Landon, Rose	90	33	Mahoney, Annie A	91
59	Lewis, Ida M	90	12	McCarthy, Johanna	91
45	*Levy, Amelia	88	3	Morrow, Lizzie	91
69	Larrabee, Nellie M	88	17	Moore, Alice E	91
68	Langstreet, Irene E	88	49	Meehan, Mary E	91
53	Levein, Helene	87	1	Maguire, Mary A	91
46	Lechthaler, Mary E	86	50	Mills, Elizabeth J	91
25	Lamscha, Joanna	85	2	McGowan, Eliza	90
33	Lichtenstein, Sophia	85	4	Meyer, Lena	90
53	*Levy, Martha K	83	50	McNamara, Marie E	90
15	Limbeck, Mary E	84	42	Malone, Jennie E	89
18	Lyon, Emma	83	12	Mammel, Emma	89
46	Lodge, Lillie B	82	3	McCauly, Ida	89
34	Leahy, Mary	82	41	McIlhargy, Kate	89
56	Lynch, Annie	85	14	McMulkin, M. Isabel	89
14	Langhaus, Annie E	84	15	Mayer, Rosa	89
61	Linch, Mary A	80	53	Murphy, Marg't C	89
			45	Mehl, Louise	89
47	Maurer, Ida K	98	50	Maguire, Grace	89
63	Middleton, Virginia F	97	48	Maguire, Isabel	89
56	Mannering, Annie F	96	49	Meader, Annie F	89
68	Morse, Cecelia F	96	49	*Moise, Eveline	88

No. of School.	Name.	Average per cent.	No. of School.	Name.	Average per cent.
39	Mesa, Amelia	88	68	Osborn, Addie F.	86
47	Merchant, Jessie A.	88	53	Ogle, Mary	86
69	Mahoney, Mary E.	88	37	O'Connell, Ellen N.	85
60	Merrill, Eda M.	88	69	O'Reiley, Maggie	85
41	Marshall, Ada F.	87	15	O'Bierne, Julia F.	84
42	Moore, Mattie	87	38	O'Neill, Margaret	82
33	*Magill, Sarah F.	86			
56	McDermot, Mary A.	86	47	Peyton, Annie V	97
37	Moloney, Cath. E.	86	47	Price, Virginia	97
50	McArthur, Susan F.	85	68	Platt, Jennie	97
38	McCann, Lizzie	85	68	Price, Julia	96
18	Marshall, Grace	85	69	Phillips, Maggie A.	96
56	Miller, Eva B.	84	47	Parsons, Emily E	94
21	Murphy, Hannah	84	50	Patterson, Hazelletti	94
69	Mayer, Flora	84	54	Peary, Susan A.	92
19	Murphy, Ellen L.	84	47	Poillon, Kate B.	92
49	Miller, Sophia A.	83	68	Pierce, Kate M.	92
18	*Mahoney, Johanna.	83	45	Parker, Julia	91
8	*McGowan, Marg't.	82	41	Pairo, Adele	91
33	McGuire, Emly K.	82	18	Phinney, Hattie	90
29	Meyer, Mena M.	81	56	*Patterson, Sarah	90
17	Morris, Marion C.	81	49	*Peck, Emma S.	90
9	Meyers, Nellie J	81	10	Powers, Mary E	88
30	McGuire, Maggie	81	33	Peck, Sarah E.	88
22	Morris, Eva R.	81	54	Pettit, Carrie R.	87
28	McNeil, Rachel	80	17	Person, Edina	87
13	Meredith, Hester A.	80	56	Piatti, Virgilia	86
4	Meirers, Flora	80	68	Paret, Gussie	85
			14	Peacock, Angelia M.	84
50	Nagle, Helen	95	37	Powell, Ida J	83
65	Nutall, Nellie F.	93	28	Potter, Clara A.	82
45	Nathan, Rose H.	93	59	Palmer, Laura J	82
28	Northrop, Linda	91	49	Patterson, Bella F	82
13	Newman, Minnie H.	89			
64	*Niles, Isabella	88	68	Quick, Edith	91
50	Nixon, Margaret	85	45	Quanz, Anna	89
			50	Quirk, Ellen M.	87
47	Osborne, Alice M.	92	3	Quinn, Teresa A.	84
59	O'Connell, Annie L.	92			
1	O'Connor, Deborah	92	39	Riker, Alice	97
1	O'Connor, Margaret	91	56	Reed, Abbie C.	96
59	*Owens, Jeanette L.	91	48	*Reesing, Jennie M.	93
37	O'Callaghan, Louise F.	91	44	Ready, Katie	93
2	O'Keefe, Julia J.	90	17	Radley, Amelia	92
33	Ottman, Georgiana	90	21	Russell, Annie	92
34	Oster, Josie	88	39	Robertson, Martha	92
17	*Oudkerk, Flora K.	88	1	Rierdan, Kate	92
33	Orr, Mary	87	48	Roeser, Emily	92
13	O'Neill, Elizabeth	87	49	Riley, Emily S.	92
41	Orth, Annie	87	42	Regan, Mary A.	91

No. of School.	Name.	Average per cent.	No. of School.	Name.	Average per cent.
33	Roy, Mary	91	48	*Stansbury, Jennie	92
59	Rush, Margaret A	91	69	Sheppard, Lillie	92
18	Rockwell, Kate	91	46	Shoemaker, Mary	92
15	Rosenthal, Hattie	91	34	Sterne, Eugenia	91
17	Rae, Elizabeth A	90	53	Sachs, Hannah	91
9	Reinhardt, Louise E	89	21	*Sherry, Mary A	91
69	*Rork Genevieve	89	42	Shaw, Ella F	91
33	Riley, Rose M	99	59	Silver, Jennie	91
25	Richards, Kate	88	59	Sanders, Frances	91
4	Renn, Mary A	88	20	Seymour, Annie L	91
22	*Rees, Henrietta	88	45	Smith, Alice	91
18	Rosenheim, Florence	88	45	*Smith, Florine B	91
47	Ramsey, Mamie	88	13	*Salwen, Esther	91
49	Rooney, Emma N	88	59	Spier, Minnie	90
47	Rogers, Emma L	88	47	*Sykes, Josephine	90
69	Ryan, Mary A	88	4	Stewart, Minnie	90
68	Roahr, Bella F	87	45	Schweizer, Virginia	90
18	*Rooney, Mary	87	45	Salinger, Estelle	90
50	Raftery, Ellen A	85	68	Seabold, Lottie	90
50	Ryan, Nellie C	85	25	*Schworer, Katie	90
44	Roach, Ella	85	50	Stroetzel, Lizzie G	90
17	Root, Jennie L	84	8	Smedley, Lucy J	89
46	Ross, Katie E	84	10	Spingarn, Rosa	89
4	Regain, Marietta	82	68	*Syres, Ida K	89
15	Rhoades, Hattie F	80	69	Simpson, Katie E	89
			50	Sheur, Bianca	89
12	Shay, Annie	98	4	*Stratton, Annie	89
45	Stevens, Agness E	98	47	Siedenbach, Emma	89
47	*Simmons, Charlotte	97	59	*Smith, Sarah V	89
10	*Seebach, Josephine	96	53	Stiehl, Ida H	89
59	*Schottenfels, Lena	95	59	Silverthan, Ida	88
56	*Sapper, Louise	95	14	*Slawson, Alberta	88
47	Smith, Hannah L	95	47	Sternberg, Ella V	88
47	Smith, Mabel H	95	30	Shea, Mary E	88
47	Storrs, Catherine	95	69	Silverman, Cora	88
63	*Sommers, Mary	95	68	Seixas, Bella C	88
14	Sauer, Matilda	95	61	*Speaights Eugenia	87
47	*Stowell, Hattie J	95	56	*Salisbury, Jennie	87
25	Smiles, Jessie	94	39	Stanhope, Emma	87
59	Schlussel, Sarah	94	45	*Smith, Mary W	87
45	Sarles, Alice	94	47	Sherman, Augusta	88
48	Stanbury, Mary B	94	69	Simpson, Edith	87
67	Schaller, Augusta	94	19	Stephenson, Mary E	87
17	Swan, Jennie	94	1	Sullivan, Julia	87
2	Smith, Nellie	93	17	Stock, Lizzie	86
34	Seaman, Minnie	93	46	Spencer, Carrie W	86
18	Snook, Anna	93	61	*Sherwood, Addie A	86
45	Stevens, Julia O	93	18	Sparks, Clara	86
59	Smith, Clara V	92	56	Smith, Rebecca M	86
34	Samson, Mary	92	41	Scott, Minnie	86

No. of School.	Name.	Average per cent.
47	Sayre, Annie M.	86
55	Sperling, Sophie	85
9	Simms, Etta L.	85
47	Stern, Mariam	85
33	*Simpson, Annie	85
33	Smith, Theresa H.	85
C. 4	Snyder, Susie L.	84
22	Saunders, Mary E.	84
69	Selkreg, Hattie L.	84
46	Scallon, Katie E.	83
10	Spingarn, Mary	83
49	Schultz, Emma C.	82
53	Stieghtz, Martha	82
20	Smith, Florence	82
30	Sinclair, Rosa	81
49	*Thom, Lizzie A.	95
47	Townsend, Grace	94
20	Tobias, Isabella	94
47	Tobias, Emily	93
48	Thompson, Elizabeth	93
64	*Thwaites, Annie L.	92
25	Thurkauf, Lillie	91
53	Taylor, Jeannette E.	90
32	Thompson, Annie	90
47	Thurston, Helen R.	90
68	Thurston, Minnie J.	90
41	Taylor, May	89
51	Thornton, Lillie	88
3	Thompson, Jennie	87
27	Tagg, Anna	87
69	Thistle, Mary C.	87
53	Trotsch, Ida	87
34	Thompson, Celia	86
44	*Tilton, Laura	86
14	Twainley, Olive J.	86
50	Thompson, Marie L.	86
49	Taylor, Jane J.	85
37	Todd, Rebecca D.	85
49	*Titterton, Lavinia E.	82
13	Thomas, Harriet	80
66	*Tierney, Mary A.	80
30	Toner, Teresa	80
	Underhill, Helen W.	93
68	Van Tassell, Jennie L.	93
69	Van Alstyne, Helen	92
45	Voorhees, Emma L.	91
37	Vehon, Gertrude B.	89
48	Van Cautern, Charlotte	88
14	Vought, Maria L.	88
50	Van Roden, Catherine	87
18	Valk, Esther	87
37	Vanderburg, Martha	85
59	Williams, Annie F.	94
53	Westendorf, Bella G.	93
59	Wagner, Eugenia A.	93
45	*Watson, Rebecca	93
63	Welsh Maggie A	92
56	Woolley, Clara	92
17	Washburn, Mary E.	91
45	Waldo, Virginia	91
25	Wannock, Pauline	91
17	Wilson, Sara	90
15	Wade, Georgiana C.	90
45	Wise, Emma	90
47	Waldeyer, Clara E.	90
22	Waldron, Sarah	90
14	White, Eveline J.	89
53	Wolf, Bella	89
47	Wartzfelder, Rosalie	89
48	Wilcox, Harriet E.	89
33	Wilson Marg't L.	88
53	Webster, Rachel	88
56	Wienheimer, Annie	88
50	Wilson, Marg't A.	88
25	Waters, Isabella	88
14	Wray, Annie M.	88
22	Wallace, Kate A.	86
9	*Wunnenberg, Hester A.	86
14	Whitney, Anna M.	86
19	Walker, Annie F.	86
49	Ward, Julia A.	85
20	Wingendorf, Helena	85
23	White, Augusta	85
34	Windrum, Aggie	84
20	Weinberg, Annie	84
45	*Wolf, Ida Mary	84
25	Waters, Mary	84
48	White, Minnie	83
56	Waite, Emma	83
C. 3	Woodhull, Alberta F.	81
37	Wood, Emily	80
47	Young, Kate M.	89
18	Young, Sarah	84
13	*Zeigler, Emma N.	93
53	Zirker, Frances M.	91
50	Zehnder, Ida W.	90
22	Zimmerman, Lena	39

TENTH ANNUAL REPORT

OF THE

PRESIDENT

OF

The Normal College

FOR THE YEAR ENDING DEC. 31, 1880.

TO WHICH IS APPENDED A

CATALOGUE OF THE STUDENTS

TOGETHER WITH THE

CLASS STANDING OF EACH STUDENT.

NEW YORK:
EVENING POST STEAM PRESSES, 208 BROADWAY, CORNER FULTON STREET.
—:—
1881.

BOARD OF EDUCATION

OF THE

CITY OF NEW YORK.

1880.

STEPHEN A. WALKER, *President.*
LAWRENCE D. KIERNAN, *Clerk.*

Names of Members.	Residence.	Place of Business.	Term Expires Jan. 1.
David Wetmore	114 Lexington av.	365 Greenwich st.	1881
Stephen A. Walker	8 East 30th st.	20 Nassau street	1881
Henry P. West.	155 Grand st.	183 Grand street	1881
Ferdinand Traud	115 East 83d st.,		1881
B. F. Watson	314 Lexington av.	Tribune Building	1881
Edw'd C. Donnelly	Manhattanville,		1881
Benj. F. Manierre	26 West 24th st.,		1881
William Dowd	168 West 22d st.	44 Wall street.	1882
Jacob D. Vermilye	260 Fourth av.	42 Wall street	1882
Charles Place	136 West 125th st.	31 and 33 Pine st.	1882
Isaac Bell	26 West 22d st.	197 Greenwich st.	1882
Wm. H. Wickham	338 Lexington av.	31 Broad st.	1882
Julius Katzenberg	225 East 52d st.		1882
Thaddeus Moriarty	140 Henry st.	167 Chatham st.	1882
Rufus G. Beardslee	45 West 55th st.	106 Broadway	1883
Eugene Kelly	43 West 51st st.	45 Exchange place	1883
Charles J. Nehrbas	27 Jefferson st.	173 Broadway.	1883
*Hubbard G. Stone	Grand Boulevard & 60th st.		1883
James Flynn	Stevens House	140 Nassau street	1883
Henry E. Pellew	9 East 35th st.		1883
Bernard Amend	349 East 86th st.	95 East 4th st.	1883

*In place of Joe W. Mason, resigned.

COMMITTEE ON NORMAL COLLEGE, 1880.

WM. H. WICKHAM, *Chairman.*

ISAAC BELL,
HENRY E. PELLEW.
EDWARD C. DONNELLY,
EUGENE KELLY.

FACULTY AND OTHER INSTRUCTORS

OF THE

NORMAL COLLEGE.

THOMAS HUNTER, Ph. D.,

President and Professor of Intellectual Philosophy, 140 East 80th Street.

ARTHUR H. DUNDON, A. M.,

Professor of English Literature and Latin, Fordham.

JOSEPH A. GILLET, A. M.,

Professor of Physics and Chemistry, 225 East 61st Street.

CHARLES A. SCHLEGEL, Ph. D.,

Professor of German, 145 East 61st Street.

EDWARD H. DAY, M. D.,

Professor of Natural Science, 346 East 79th Street.

EUGENE AUBERT,

Professor of French, 141 Lexington Avenue.

GEORGE MANGOLD,

Professor of Music, 77 Seventh Street.

LYDIA F. WADLEIGH

Superintendent, 623 Lexington Avenue.

SARAH E. H. HALL,

Secretary and Librarian, 349 East 55th Street.

ELIZA WOODS,

Tutor in Mathematics, 416 West 34th Street.

LEVINA M. HOLMAN,

Tutor in Latin, Park avenue and 80th Street.

MARY A. MATHEWS,

Tutor in Mathematics, 32 West 32d Street.

HELEN G. MORGAN,

Tutor in Mathematics, 608 Pavonia Avenue, Jersey City Heights.

LAURA E. LEAL,

Tutor in Mathematics, 775 Lexington Avenue.

A. CAROLINE COVELL,

Tutor in Drawing, 23 East 24th Street.

MARY WILLARD,

Tutor in History, 106 West 49th Street.

ELIZA M. PHELPS,

Tutor in Mathematics, 80 Willoughby Street, Brooklyn.

JESSIE McGREGOR,

Tutor in Physics, 314 West 18th Street.

SERENA A. GOODWIN,

Tutor in Science, 454 West 51st Street.

MARY E. SMYLY,

Tutor in Latin, 54 East 81st Street.

ELFRIDA DE WAILLY,

Tutor in French, 343 East 50th Street.

MARY S. KENNEDY,

Tutor in Penmanship, 211 West 127th Street.

JENNY B. MERRILL,

Tutor in Methods, 207 Tenth Avenue.

HONORA McDONOUGH,

Tutor in History, 221 East 62 Street.

LAURA FRIEND,

Tutor in History 795 Lexington Avenue.

FREDERICA J. CONSTANTINI,

Tutor in German, 157 East 49th Street.

EMILY I. CONANT,

Tutor in Latin, 229 West 23d Street.

BETSEY B. DAVIS,

Tutor in Latin, 175 East 82d Street.

ACHSAH M. ELY,

Tutor in English, 111 West 30th Street.

PAULINE M. EBECKE,

Tutor in German, 315 East 79th Street.

MARGUERITE MERINGTON,

Tutor in Latin and Calisthenics, 449 East 114th Street.

ELIZABETH R. BECKWITH,

Tutor in Latin, 139th Street and Alexander Avenue.

FELICIE DIAZ,

Tutor in French, 432 Madison Avenue.

HORTENSE L. DELAPORTE,

Tutor in French, 421 Canal Street.

LILLIE M. REYNOLDS,

Tutor in Drawing, 178 East 73d Street.

EMMA M. REQUA,

Tutor in French, 43 West 22d Street.

ELEANOR BOESÉ,

Tutor in English, 140 East 38th Street.

GRACE F. POTTER,

Tutor in English, 376 West 11th Street.

TRAINING DEPARTMENT OF THE NORMAL COLLEGE.

Isabelle Parsels	Superintendent		152 East 47th Street.
Jane W. McElhinney	1st Assistant		434 West 51st Street.
Eugenia J. Bowne	2d	"	320 East 55th Street.
Catherine E. Coleman	3d	"	316 East 79th Street.
Alice M. Sawyer	4th	"	108 East 71st Street.
Christiana Metzgar	5th	"	123 East 61st Street.
Ella Calkins	6th	"	124 East 80th Street.
Fanny Rutter	7th	"	152 West 13th Street.
Harriet Japha	8th	"	42 Gouverneur Street.
Elizabeth G. Knight	9th	"	66 East 49th Street.
Susan L. Tower	10th	"	145 East 33d Street.
Sarah I. Acker	11th	"	247 West 4th Street.
Carrie G. Roberts	12th	"	113 East 71st Street.
Helena L. Davis	13th	"	189 Lexington Avenue.
Martha S. Thompson	14th	"	136 East 123d Street.
Maggie L. Rollo	15th	"	49 East 21st Street.
Jane V. Crook	16th	"	161 Henry Street.
Louise Wilson	17th	"	167 West 49th Street.
Amelia M. Meek	18th	"	420 West 51st Street.
Clara W. Miner	19th	"	19 East 139th Street.
Fannie Sanford	20th	"	220 West 43d Street.
Mary C. Foster	21st	"	888 Ninth Avenue.
Carrie L. Smith	22d	"	329 West 19th Street.
Alice N. Goold	23d	"	58 East 133d Street.
Jennie V. Kirby	24th	"	324 West 48th Street.
Addie M. Sackett	25th	"	55 East 125th Street.
Margaret F. Brangan	26th	"	143d St., E. of B'lv'd.

COURSE OF STUDY

FOR THE

NORMAL COLLEGE

GRADE I. FIRST YEAR—FIRST TERM.

1. *Latin.*—Principia Latina, Part I. ; Latin Grammar.
2. *French.*—Progressive and Practical Course, Part I. ; Verbs, Auxiliaries, Regular Verbs, Common Phrases and Proverbs ; Translation ; Reading ; Colloquial Exercises.
2. *German.*—Elements of German Grammar, especially conjugation and declension, with exercises in reading and writing.
3. *English.*—Synthesis and Analysis of English Sentences ; Letter-writing.
4. *History.*—An outline of the History of the Ancient Empires ; History of Greece.
5. *Mathematics.—Algebra.*—Simple Equations. *Geometry.*—Book I., and first twelve propositions of Book II.

a. *Drawing.*—Free-hand ; Review of Plane Geometric Figures ; Architectural Elements ; Historic Ornament.

b. *Music.*—Elements of Music—the notes, rests, degrees of the staffs. Clefs—notes in Treble, Bass, Alto, Tenor and Soprano Clefs. Marks of prolonging and shortening musical characters. Marks of Expression : Time.

GRADE II. FIRST YEAR—SECOND TERM.

1. *Latin.*—Principia Latina, Part II.; Latin Grammar.
2. *French.*—Progressive and Practical Course, Part I., continued; Regular Verbs completed; Irregular Verbs of first and second conjugations; Common Phrases and Proverbs; Translation; Reading; Colloquial Exercises.
2. *German.*—Elements of Grammar continued, with the introduction of easy conversational phrases.
3. *English.*—Etymology; Latin and English Synonyms; Greek Roots.
4. *History*—History of Rome.
5. *Mathematics.*—*Algebra.*—Radicals. *Geometry.*—Book II. completed. Books III. and IV.

a. *Drawing*—Notes on Principles of Design; Botanical Analysis; Decorative Design for flat surfaces; Instrumental Perspective and Geometry; Free-hand Outline in three dimensions.

b. *Music.*—Relations of Musical Sounds; Scales.

GRADE III. SECOND YEAR—FIRST TERM.

1. *Latin.*—Sallust; Latin Grammar.
2. *French.*—Progressive and Practical Course, Part II.; Irregular Verbs of third and fourth conjugations; Familiar Phrases and short select Quotations; Translation; Reading; Colloquial Exercises.
2. *German.*—German Grammar, with Translations from English into German; Reading and Translation of selected pieces of German prose and poetry. Conversation in German on practical subjects.
3. *English.*—Composition.
4. *History.*—Lessons connecting Ancient History (Roman) with that of Modern Europe; Outlines of English History from 55 B. C. to accession of George I., with sketch of Contemporaneous French History.

5. *Mathematics.—Algebra.*—Quadratics.

6. *Physics.*—Constitution of Matter; Mechanics.

7. *Botany.—Anatomy of Plants.*—Leaves, roots, stems, flowers, with schedule and blackboard exercises. *Physiology of Plants.*—Chemical constituents, tissues, life-history of plant; Use of microscope.

a. *Drawing.*—(With instruments.) Linear Perspective; Plane Geometry. (Drawing in outline.)—Geometric solids, and simple objects based upon them. Notes on Architectural Elements and Ornamentation.

b. *Music.*—The Study of Intervals; Exercises in Reading and Writing Music.

GRADE IV. SECOND YEAR—SECOND TERM.

1. *Latin.*—Virgil—Æneid, Book I.; Grammar and Prosody.

2. *French.*—Progressive and Practical Course, Part II., continued. Verbs continued, completed and reviewed; Translation; Reading; Colloquial Exercises.

2. *German.*—German Grammar; Reading, Translation as above continued; Conversations on the Geography of Germany.

3. *English.*—Rhetoric.

4. *History.*—Outlines of English History continued to the present time, with sketch of contemporaneous French History, including the general course of the French Revolution and the First Empire.

5. *Mathematics.*—Geometry, Book V.; Elements of Solid Geometry and of Conic Sections.

6. *Physics.*—Refraction; Lenses; Optical Instruments.

7. *Botany.*—Anatomy of Plants, continued.

8. *Physiology.*—Anatomy and Physiology of Animals, with their practical applications to elementary Hygiene (commenced).

a. *Drawing.*—Projection; Perspective; Analysis of Plants; Outlines of Casts; Natural and Manufactured Objects; Designs for Manufactures.

b. *Music.*—Harmony commenced ; Triads of major scale ; Exercises in Reading and Writing Music.

GRADE V. THIRD YEAR—FIRST TERM.

1. *Latin.*—Virgil—Æneid, Books II. and VI., Grammar and Prosody.
2. *French.*—French Grammar, theory and practice ; Instructions and Exercises in Letter-writing ; Translation, La Fontaine's Fables. French Literature—Middle Ages, Renaissance, Seventeenth Century.
2. *German.*—Grammar reviewed ; Reading and Translation of more difficult pieces ; Conversation on the History of Germany.
3. *English.*—English Literature—English Writers from Chaucer to Milton, inclusive.
4. *History.*- History of the United States (review).
5. *Mathematics.*—Higher Arithmetic (review).
6. *Astronomy.*—Descriptive Astronomy.
7. *Botany.*—Analysis and Classification of Plants.
8. *Physiology.*—Anatomy and Physiology of Animals, continued.
9. *Methods of Teaching.*

a. *Drawing.*—Perspective of Shadows and Reflections ; Drawing from Casts and Objects ; Rendering in Light and Shade.

b. *Music.*—Harmony, continued ; Combination of Chords ; Triads of the minor scale ; Methods of Teaching Vocal Music in Primary Classes.

Practice in the Training Department.

GRADE VI. THIRD YEAR—SECOND TERM.

1. *Latin.*—Cicero ; Grammar and Prosody.
2. *French.*—French Grammar, continued ; Exercises in Letter-writing ; Translation, La Fontaine ; Literature—Seventeenth and Eighteenth Centuries ; Selections.

2. *German.*—Grammar, etc., as above, continued ; History of Literature.

3. *English.*—English Literature—English Writers from Milton to the end of Queen Anne's reign.

Elocution.

4. *Physics.*—Electricity ; Heat ; Chemistry of the Atmospheric Elements.

5. *Botany.*—Analysis and Classification of Plants, continued.

6. *Physiology.*—Anatomy and Physiology of Animals, continued. (As each subordinate topic is taken up, attention will be directed to both its educational and hygienic bearings in the school-room.) The Classification of Animals.

7. *Methods of Teaching.*

a. *Drawing.*—Drawing from more complex Casts, from Busts, and from Nature in Outline, and in Light and Shade ; Designs for useful objects.

b. *Music.*—Harmony, continued ; Transformation of Triads ; Chords of the sixth and sixth and fourth ; Exercises in Reading and Writing Music ; Methods continued.

Practice in the Training Department.

GRADE VII. FOURTH YEAR—FIRST TERM.

1. *Latin.*—Horace—Selections from Odes, Satires, Epistles and Art of Poetry.

2. *French.*—French Grammar, completed ; Letter-writing and Composition ; Translation ; Literature of the Nineteenth Century ; Appropriate Texts explained.

2. *German.*—The History of German Literature ; Translations from German into English, and vice versa ; Composition, especially Letter-writing.

3. *English.*—English Literature—English Writers from the period of Queen Anne to Burns (inclusive).

Elocution.

4. *Physics.*—Radiation and Spectrum Analysis.

5. *Geology.*—Characters of Minerals with a view to object teaching; Dynamical Geology.
6. *Ethics*, as the basis of School Government.
7. *Intellectual Philosophy* and *Theory of Teaching.*

a. *Drawing.*—Normal lessons in Free-hand Blackboard Drawing; Drawing Foliage and Historic Ornament in Sepia.

b. *Music.*—Harmony, continued; Chords of the seventh and its inversions; Reading and Writing Music; Methods to more advanced classes; Practice in Teaching in the class-room.

Practice in the Training Department.

GRADE VIII. FOURTH YEAR—SECOND TERM.

1. *Latin.*—Tacitus—Agricola.
2. *French.*—La Fontaine, with a special view to the study of idioms and practice of teaching; Letter-writing and Composition; Translation; Literature, completed; Outlines of the History of Pedagogy in France.
2. *German.*—History of German Literature, as above, continued.
3. *English.*—English Literature—English Writers of the Nineteenth Century. *Elocution.*
4. *Physics.*—Energy.
5. *Physical Geography.*—The Application of Geology, Botany and Zoölogy to the Teaching of Physical Geography.
6. *Ethics*, as the basis of School Government.
7. *Intellectual Philosophy* and *Theory of Teaching.*

a. *Drawing.*—A Course of Elementary Design; Plane Geometric Figures, Perspective and its Applications; Theory and Practice of Teaching.

b. *Music.*—Harmony, concluded; Chords of the ninth and its inversions; Reading and Writing Music; Methods, continued, with practice in Teaching in the class-room.

Practice in the Training Department.

REPORT.

NEW YORK, *December 31st*, 1880.

To the Honorable the Board of Education:

GENTLEMEN: In accordance with the By-Laws of your Board, I hereby present my annual report of the Normal College for the year ending December 31, 1880:

STATISTICS.

College Proper.

Number of Students on Register Dec. 31, 1879	1,433
" " " " 1880	1,235
Decrease of number Register	198
Average attendance for 1879	1,295
" " " 1880	1,250
Decrease in average attendance	45
Number of Students admitted during 1880	758
" Colored Students admitted during 1880	4
Number admitted from Public Schools Sept. 1, 1880	674
" " by special examination during 1880	84
Number of Students who graduated in 1880	361
" " discharged during 1880	595
" " now in fourth year's course	27
" " " third "	317
" " " second "	359
" " " first "	532

TRAINING DEPARTMENT OF THE NORMAL COLLEGE.

Number on Register Dec. 31, 1879	999
" " " 1880	1,143
Increase of Register	144
Average attendance, 1879	806
" " 1880	897
Number of pupil-teachers in attendance	728
Average number of pupil-teachers in attendance	74
Number of girls on Register Dec. 31, 1880	840
" boys " " "	303
" girls promoted to the College during year	20
" boys " Grammar Schools	21
Total number of Students (in the College and Training) on Register Dec. 31, 1880	2,378
Total average attendance Dec. 31, 1880	2,147

ADMISSIONS.

Although the questions for admission to the College were much more difficult than ever before, six hundred and fifty (650) candidates passed a successful examination. Subsequently, by a vote of the Committee, candidates who had fallen a fraction below seventy-five (75) per centum were passed, thus raising the whole number admitted to six hundred and seventy-four (674). The averages in the different branches of study required for admission range from seventy-nine (79) in history to eighty-eight (88) in arithmetic. The comparatively low mark in the former subject may be attributed to the unusual difficulty of the questions.

Grammar School No. 47, in the Fifteenth Ward, had the greatest number, fifty-three (53), admitted; and next in order

of numbers was No. 45, in the Sixteenth Ward, which sent forty-four (44) successful candidates. Only thirty-four (34) candidates were admitted from the eight lower wards. Forty-three (43) were admitted from the Ninth Ward alone, and one hundred and eight (108), the largest number admitted from any one ward, came from the Nineteenth. This is about sixteen (16) per centum of the whole number admitted. The Twelfth, Nineteenth and Twenty-second Wards had two hundred and forty-four (244) candidates admitted, or thirty-six (36) per centum of all the admissions. These figures clearly indicate the great flow of the school population toward the northern part of the city, and the urgent necessity of providing school accommodation where it will be most needed in the future.

The highest average, ninety-nine and three-sevenths (99$\frac{3}{7}$), was received by Miss Annie H. White, of Grammar School No. 48, in the Twentieth Ward; and next to her came Miss Florence Kupfer, of No. 53, in the Nineteenth Ward, who received ninety-nine (99). There were ten (10) candidates who received ninety-six (96) or over, seventeen (17) who received ninety-five (95) or over, and one hundred and twenty-three (123) who received ninety (90) or over. These figures need no comment. A glance at the questions printed in this report, and at the high averages received in all the subjects of examination, will show how admirably the great majority of the Female Grammar Schools are conducted, and how thoroughly the work of instruction is performed.

The method of marking the candidates' papers is as fair and just as we can possibly make it. Each professor is assigned a subject of study, for which he is held responsible. The President prepares all the questions. The printed papers (before the examination) are taken up in turn, and marks

designated for all kinds of answers, ranging from zero (0) to ten (10); and in some of the subjects different values are given to correct answers, corresponding to the nature and difficulty of the questions. From two (2) to five (5) tutors are assigned to assist each professor, and in all cases of doubt they are expected to consult each other. The marking must be uniform and, as far as possible, mathematically exact, so that it may bear the test of the most rigid scrutiny. The candidates are not known by their names or by the schools whence they come; they are known only by numbers given to them at the beginning of the examination.

This work has been so well performed by the professors and tutors that, during the eleven years that the College has been in existence, there has never been a just cause of complaint against them; and it is safe to say that the principals and vice-principals of the Female Grammar Schools have been very generally satisfied with the questions and the method of marking the examination papers.

GRADUATES.

Last June there were three hundred and sixty-one (361) students graduated as licensed teachers. It is not the fault of the College that it supplies more teachers than are required to fill the vacancies in the Public Schools. What a clamor would be raised if it did not graduate a sufficient number! The number cannot be reduced by raising the standard any higher. Let any candid and competent person inspect the questions given in thirteen different branches of study (printed in this report) in which an average of seventy-five (75) per centum is demanded, and he must arrive at the conclusion that it would be an act of cruelty to make the examination more difficult than it now is. It is to be regretted that all the

graduates do not receive positions the moment they leave College. But it is not the business of the Normal College to provide places for teachers, for it is not an employment bureau. We would be only too glad to furnish situations for all, if we could; but as we cannot, we must devote our time and energies to perform the work for which the institution was founded, namely, to furnish a higher and better education and training for the teachers of the Common Schools. The graduates must find work for themselves, precisely as other people do. These young women are not wards of the city, nor objects of charity, and they themselves should be the first to resent the insinuation that they are. The city, through the Board of Education, has given them a good education and fair professional training; that duty done, these young women must help themselves. They have no right to expect a monopoly of the school system. It is the duty of the local Boards of Trustees to seek out and employ the best talent, no matter whence it comes. At the same time, it is hardly fair to admit teachers into the Public Schools on an examination inferior to that passed by the graduates of the College. Why are strangers exempted from an examination in Latin, Drawing, Music and French or German, while the College graduates are compelled to pass in these subjects? The examination should be alike for all. There should be "a clear stage and no favor." Subject all candidates for teachers' licenses to the same strict and uniform examination, and in less than two years there would not be a sufficient number of graduates to fill the vacancies in the Public Schools. It is to be hoped that the Board of Education may consider this important matter at an early day.

It is gratifying to know that the City Superintendent of Schools, after careful inspection and examination, thinks the

graduates of the College the best junior teachers that the schools have ever had, and that, generally, by their higher education and training, they are doing excellent work. His opinion has been corroborated by many of the ablest and most progressive of the principals of the schools.

It is the duty of every principal to train his new teachers to his own methods, and that principal who fails to do so is unworthy of his position. No normal institution can do more than give a good education, a knowledge of pedagogy based on philosophy, and such practice in the art of teaching as time and the facilities at hand afford. The Normal College does not pretend to give experience. Show me anywhere an able principal and I will show you a good school, made good by the moulding and training of subordinates to carry out the system of instruction planned by a superior mind. But, *ex nihilo nihil fit.*

THE FOURTH YEAR.

A year from next June, the fourth year's course of study becomes obligatory, and until then the Board need not expect for this additional year any great measure of success. As a rule, young people, in these days, study, not for the sake of knowledge and wisdom, but for some reward. An optional course is always weak. The post-graduates asked repeatedly, "What are we to gain by remaining another year?" There was no inducement, no license, no emolument; and hence, they declined to study any more. Besides, the system of "substitutes" compelled those who desired positions as teachers to abandon the fourth year's course. However, the curriculum for a four year's course is now a fact accomplished; and when it goes into full operation, when it becomes compulsory, it will produce admirable results; it will weed out the

weak, the sickly and infirm of purpose, and give an additional year of maturity and experience which will be a blessing to the little children for whose welfare the school system was founded.

THE SATURDAY SESSION.

During the infancy of the College and prior to the establishment of the fourth year, the Saturday session accomplished excellent results in supplementing the regular normal work; but it was felt that to maintain it longer would cause it, perhaps, to outlive its usefulness and become an unnecessary expense to the city. So the Board, on the recommendation of the Committee and the President of the College, properly abolished it.

THE INTRODUCTORY CLASS.

The fear of dismissal by falling below seventy-five (75) per centum at their first examination has caused many of the introductory students to retire voluntarily from the college. If this leaving the institution were limited to the weak or careless students, it would be better for the system that they should go; but unfortunately some of the best and most sensitive are the most apprehensive of disgrace, and retire rather than run the risk of dismissal. The rule is, in my judgment, too rigorous. I would recommend that none be dismissed but those who fail to reach one-half, or fifty (50), and that those whose marks are between this number and seventy-five (75) be conditioned to pass a successful examination the following June.

To the faculty, the instructors and the committee I wish to return my heart-felt thanks for the fidelity and ability with which they have worked for the welfare of the College; I desire also to thank your Board, and particularly the Hon. Stephen A. Walker, President, and the Hon. Wm. H. Wickham, Chair-

man of the Committee, for the unwavering support and constant care of the College during the year just closed.

I am, with great respect,

Your obedient servant,

THOS. HUNTER, *Ph.D.*,

President.

SHOWING THE NUMBER PROMOTED IN EACH GRADE AND CLASS, JUNE, 1880.

Class.	Register.	Number Promoted.	Number not Promoted.	Class.	Register.	Number Promoted.	Number not Promoted.
A3,	47	44	3	AF,	43	39	4
B3,	49	49	0	BF,	47	38	9
C3,	40	38	2	CF,	41	36	5
D3,	41	39	2	DF,	46	40	6
E3,	54	53	1	EF,	49	36	13
F3,	48	46	2	FF,	45	38	7
G3,	41	38	3				
H3,	48	48	0		271	227	44
	368	355	13	AG,	46	40	6
				BG,	44	32	12
A2,	45	35	10	CG,	45	40	5
B2,	46	42	4	DG,	43	34	9
C2,	36	26	10				
D2,	40	28	12		178	146	32
E2,	43	37	6				
F2,	43	32	11				
G2,	43	39	4				
H2,	39	39	0	A1,	18	18	0
I2,	45	41	4	B1,	23	19	4
				C1,	38	26	12
	380	319	61		79	63	16
				Total.	1,276	1,110	66

NUMBER OF ADMISSIONS FROM EACH OF THE GRAMMAR SCHOOLS, JUNE 1880.

Number of School.	Number Admitted.	Number of School.	Number Admitted.	Number of School.	Number Admitted.	Number of School.	Number Admitted.	Total Number Admitted.
T. D.	20	21	3	41	14	60	4	
1	9	22	16	42	3	61	3	
2	7	24	2	44	3	63	10	
3	29	25	11	45	44	64	7	
4	5	27	5	46	2	65	5	
7	1	28	5	47	53	68	32	
8	5	29	2	48	22	69	31	
10	6	30	7	49	12	71	10	
13	7	33	28	50	12	Col. 3	1	
14	16	34	8	51	8	Col. 4	3	
17	14	36	3	53	39			
18	26	37	26	54	6			
19	8	38	6	56	17			
20	9	39	11	59	38			674

SHOWING THE NUMBER OF ADMISSIONS FROM EACH WARD, JUNE, 1880.

WARD.	Number Admitted.	WARD.	Number Admitted
First	2	Fourteenth	10
Second	0	Fifteenth	59
Third	0	Sixteenth	64
Fourth	9	Seventeenth	26
Fifth	3	Eighteenth	12
Sixth	2	Nineteenth	108
Seventh	7	Twentieth	50
Eighth	11	Twenty-first	28
Ninth	43	Twenty-second	59
Tenth	13	Twenty-third	7
Eleventh	29	Twenty-fourth	22
Twelfth	77	Training Dept. of Nor. Col.	20
Thirteenth	13		
		Total	674

SHOWING THE AVERAGE PER CENT. IN EACH STUDY.

ADMISSIONS.—JUNE, 1880.

Algebra	82	per cent.
Arithmetic		"
Geography	86	"
Grammar	87	"
History	79	"
Spelling	80	"
Drawing	84	"
Average	83	"

SHOWING THE NUMBER OF STUDENTS AT PRESENT STUDYING THE FRENCH AND GERMAN LANGUAGES.

	Register.	French.	German.
Post Graduate Class	27	16	11
Senior Class	317	186	131
Junior Classes	359	218	141
Introductory Classes	532	342	190
Total	1,235	762	473

SHOWING THE NUMBER OF GRADUATES EACH YEAR SINCE THE ESTABLISHMENT OF THE COLLEGE.

In 1870 there were Graduated	96
" 1871 " " "	151
" 1872 " " "	128
" 1873 " " "	82
" 1874 " " "	187
" 1875 " " "	135
" 1876 " " "	231
" 1877 " " "	222
" 1878 " " "	357
" 1879 " " "	313
" 1880 " " "	361
Total number of Graduates	2,263

EXAMINATION OF CANDIDATES FOR ADMISSION JUNE, 1880.

ALGEBRA: (Time $1\frac{1}{2}$ hours.)

1.—Define *similar terms*, *exponent*, the *reciprocal* of a quantity, the *degree* of a term; and state what *axioms* are employed in the solution of an equation.

2.—When $a=2$, $b=3$, $c=4$ and $x=5$, find the value of
$$7(x^2-c)+6(c^2-b)-5(b^2-a^2)-cx.$$

3.—Reduce $\dfrac{x^2-4a^2}{x^2+2ax-8a^2}$ to its lowest terms.

4.—Find the sum of $\dfrac{x-y}{xy}$, $\dfrac{y-z}{yz}$ and $\dfrac{z-x}{xz}$.

5.—Divide $1+\dfrac{1}{x}$ by $1-\dfrac{1}{x}$.

6.—Given $\dfrac{2x+4}{3}-\dfrac{x+3}{4}=\dfrac{x+2}{3}+3\frac{1}{2}$ to find x.

7.—Given $\left\{\begin{array}{l}\dfrac{x}{3}+\dfrac{4z}{5}=6\\[2ex] \dfrac{x}{6}+\dfrac{3z}{5}=4\end{array}\right\}$ to find x and z.

8.—A said to B, "Give me $200 and I shall have three times as much as you;" but B replied, "Give me $200 and I shall have twice as much as you:" how much money had each?

9.—Given $\left\{\begin{matrix} 2x+3y-z=27 \\ 3x-4y+3z=12 \\ 4x+2y-5z=15 \end{matrix}\right\}$ to find x, y and z.

10.—A bin contains 47 bushels of wheat, rye and oats; there are 7 bushels less of oats than of wheat and rye, and 17 bushels less of rye than of wheat and oats; required the quantity of each.

ARITHMETIC: (Time $1\frac{1}{2}$ hours.)

1.—Define *number, fraction, proportion* and *evolution.*

2.—What will it cost to floor a room $17\frac{1}{2}$ feet long and 16 feet wide, at the rate of $1.10 per square yard.

3.—A man has a capital of $12,500: he puts 15 per cent. of it in stocks, $33\frac{1}{3}$ per cent. in land and 25 per cent. in mortgages; how many dollars has he left?

4.—A grocer bought 500 bags of coffee, each bag containing $49\frac{1}{4}$ lbs. at 12 cents a pound, and sold it at a profit of $16\frac{2}{3}$ per cent.; for what did he sell it?

5.—If I buy a house for $5,620 and receive $1,803 for rent in 2 years, 3 months and 15 days, what rate of interest do I get for my money?

6.—Find the face of a note payable in 90 days at 7 per cent., so that the proceeds shall be $2,050.

7.—A merchant owes $2,400, of which $400 is payable in 6 months, $800 in 10 months and $1,200 in 16 months; what is the equated time?

8.—If it cost $7.20 to transport $18\frac{1}{2}$ cwt. $5\frac{1}{2}$ miles, what will it cost to transport $112\frac{3}{4}$ tons $62\frac{1}{2}$ miles?

9.—Extract the square root of 1051 to three places of decimals.

10.—What is the cube root of 403, 583, 419?

GEOGRAPHY: (Time 1½ hours.)

1.—Name the three branches of Geography, and state the province of each.

2.—Define equator, latitude, longitude, meridian. If it is 12 o'clock at New York, what o'clock is it at St. Petersburg, the former being 74 degrees west, and the latter 30 degrees east longitude?

3.—Name three of the causes that determine climate?

4.—Bound Pennsylvania and California, and write the capital of each.

5.—Bound France and Italy, and write the capital of each.

6.—Name the countries bounded on the north by the Mediterranean. Bound Egypt, and write the names of the two most important cities.

7.—Name the principal rivers of Siberia, China and Hindostan; also the seas on the east of Asia.

8.—State accurately the position of the following cities: Calcutta, Rio Janeiro, Callao, Chicago, St. Louis, Vienna, Havre, Washington, Buffalo and Hartford.

9.—Name six principal rivers in the United States in the order of their length.

10.—Name five important mountain ranges in Europe.

ENGLISH GRAMMAR: (Time 1½ hours.)

1.—Define the following:

(*a.*) Passive verb, mood, tense.

(*b.*) Abstract noun, proper noun.

(*c.*) Relative pronoun, personal pronoun.

(*d.*) Demonstrative adjective, distributive adjective.

(*e.*) Voice.

2.—Construct a declarative sentence, an interrogative sentence, and an exclamatory sentence, the first complex, the second compound and the third simple. With Columbus for a subject construct a compound sentence with three co-ordinate clauses.

3.—Correct the following sentences and give the reasons:

(*a.*) Whom do men say that I am?

(*b.*) There were a large number of soldiers killed.

(*c.*) The man could neither read or write.

(*d.*) That is either a man or a woman's voice.

(*e.*) Such expressions sound harshly.

4.—Analyze: "Go where glory waits thee,
But when fame elates thee,
Oh! still remember me."

5.—Parse *Go, thee* (in the first line), *where, still* and *remember*.

HISTORY (U. S.), (Time 1½ hours.)

1.—What three European nations took a leading part in discovering, exploring and colonizing the American Continent? What portions of the continent were settled by them? And name the principal discoverers who sailed under the flag of each nation.

2.—What was the first permanent English settlement? Who was the governor and who the leading man? What was the second English settlement? Give the dates of both.

3.—Give the date of King William's War, its cause, and the treaty that terminated it.

4.—State the cause of the French and Indian War. Give a brief account of Braddock's defeat, and of Wolf's success.

5.—Give the events of 1775 in their order.

6.—When were the British driven out of Boston? Who was the American commander? Give a brief account of the battle of Long Island.

7.—What battles did Gen. Green fight in the South? In which was he defeated? To what place did Cornwallis retreat?

8.—What was the most important battle of the war of 1812–14? Name three important naval actions during the war.

9.—State the causes of the Mexican War. What benefit did the United States derive from it? Who were the respective commanders at the battle of Buena Vista, and who was victorious?

10.—What was the cause of the War of the Rebellion? Describe McClellan's campaign against Richmond. Who were president and vice-president of the Confederacy? Who utterly routed the rebels at Nashville? Give the date and place of Lee's surrender.

SPELLING: (Time 30 minutes.)

Before Darius set out from Babylon, the whole forces of the empire had been summoned; but he had not thought it worth while to wait for what he deemed a merely useless encumbrance; and the more distant levies, which comprised some of the best troops of the empire, were still hastening towards Babylon. In a short time, therefore, he would be at the head of a still more numerous host than that which had fought at Issus; yet he thought it safer to open negotiations with Alexander than to trust to the chance of arms.

1. Accordeon.
2. Biennial.
3. Charade.
4. Decalogue.
5. Epidemic.
6. Forfeited.
7. Giraffe.
8. Heliotrope.
9. Illicit.
10. Judiciary.
11. Knapsack.
12. Lapidary.
13. Marsupial.
14. Nemesis.
15. Odorous.
16. Periphery.
17. Querulous.
18. Relishing.
19. Secession.
20. Truncheon.
21. Ubiquity.
22. Vitriol.
23. Wassail.
24. Yeoman.
25. Zephyr.
26. Algiers.
27. Barbadoes.
28. Dubuque.
29. Elsinore.
23. Formosa.

DRAWING: (Time 1 hour.)

1.—Draw free hand any three of the following figures:

(*a.*) An equilateral triangle (side 6 inches).

(*b.*) Two concentric squares (side of one 4 inches).

(*c.*) A regular hexagon (side 3 inches).

(*d.*) An ellipse (the longer diameter 6 inches and the shorter 4 inches).

(*e.*) Some historic figure.

(*f.*) Conventionalize some plant.

2.—Draw in perspective from the model one of the following solids:

(*a.*) A cube.

(*b.*) A four-sided prism.

(*c.*) A hexagonal prism.

(*d.*) A pyramid.

(*e.*) A vase.

Time for No. 1 forty minutes; for No. 2 twenty minutes.

EXAMINATION OF SENIORS.

JUNE, 1880.

CICERO: (Time $1\frac{1}{4}$ hours.)

1.—Translate: Quaeret quispiam: quid? Illi ipsi summviri, quorum virtutes litteris proditæ sunt, istane[1] doctrina[2], quam tu effers laudibus, eruditi[3] fuerunt? Difficile est hoc de omnibus confirmare, sed tamen est certum quod respondeam. Ego multos homines excellenti animo ac virtute fuisse et sine doctrina naturae ipsius[4] habitu prope divino per se ipsos et moderatos et graves exstitisse fateor; etiam illud adjungo, saepius ad laudem atque virtutem naturam sine doctrina quam sine natura valuisse doctrinam. Atque idem ego contendo, cum ad naturam eximiam atque illustrem accesserit ratio quaedam conformatioque doctrinae, tum illud nescio quid praeclarum ac singulare solere, existere.

2.—Mark the vowels numbered 1, 2, 3, 4, ¯ or ˘ to indicate the quantity. Tell the force of *ipsi*. Give the tense of *accesserit*. Decline *quispiam, quaedam*.

3.—Compare: *saepe, summi;* write syntax of *litteris, animo, homines, doctrinam*, and of the second *illud*.

4.—Conjugate: *proditæ, effers, exstitisse, fateor, valuisse.* Give second person plural of *effers* through the indicative tenses, and second person singular through the subjunctive tenses, both passive.

5.—Who was the judge in this trial? What question was involved? What digression did the orator make? Quote two passages from the oration for Archias or from Philippic IV. against Marcus Antonius, and state reasons for admiring each.

ENGLISH LITERATURE: (Time 1½ hours.)

1.—In whose reign did Chaucer flourish? What employments did he fill? What great poem did he write? To what class of poetry does it belong? Wherein does his chief poetic excellence consist? State the poetic rank of Spenser and Shakespeare, and give reasons therefor.

2.—Write a sketch of Milton, name two works belonging to each of his literary periods, and state some important principles put forth in his Tenure of Kings and Magistrates. Tell the movement to which his greatest work owes its inspiration, and mention the Italian poet with whom he is frequently compared.

3.—Who is called the leader of the new or classic school of poetry? In what departments of literature does he figure? What services did he render to that literature? Of what period is he considered the exponent? Describe the moral aspect of that period.

4.—Explain the disadvantages of a private home education in Pope's case. Give two reasons for his failure in pastoral poetry. State the difference between the life of a literary man in the 18th century and the life of such a one in our day. Who was the greatest satirist of Pope's time? Name the works in which this satire is shown. Describe the literary character of the Queen Anne period.

5.—State the nature and object of the following: The Leviathan, Civil Government, Essay on the Human Understanding. What work was written by Berkeley? What inquiry did he raise? Name the writers of the following: Annus Mirabilis, Retaliation, The Dying Christian to his Soul, Irene. Explain the subject of the first.

GEOMETRY: (Time 1 hour 15 minutes.)

1.—*Problem.*—To find a fourth proportional to three given lines.

2.—*Theorem.*—The more remote of two oblique lines drawn from a point to a line unequally distant from a perpendicular is the longer.

3.—*Theorem.*—Triangles whose corresponding sides are proportional are similar.

4.—A man owns a triangular field containing 125 sq. rods, one side of which is 6 rods in length. How long is the

corresponding side of a similarly shaped field containing 500 sq. rods?

State the theorem upon which this depends.

5.—Define similar figures. Define equivalent figures.

What relation have the perimeters of similar figures?

PHYSICS: (Time 1 hour 15 minutes.)

1.—Describe and explain the use of the *induction coil*, with the telephone.

2.—Describe and explain the use of the *bridge* in telegraphy.

3.—Describe and explain the *voltaic arc.*

4.—Describe and explain the process of *electro-plating.*

5.—Describe and explain the *tasimeter.*

Methods.

1.—If a person knows a subject thoroughly, and yet is not effective in teaching it, what may be the causes?

What course would you recommend to such a person?

2.—What is the law of physical, mental and moral culture? Illustrate in reference to the cultivation of the perceptive faculty of the mind.

3.—Do you approve of lessons in Form in the Primary Grades? If so, why, and on what conditions? Write the classification of solid figures, and name one illustration of each figure.

4.—Give the order of steps to be followed in teaching the phonic elements.

How would you lead children to associate sounds with their representative letters?

Upon what principles is the method you suggest based?

In what ways does training in Phonetics prove of benefit?

5.—Name the various points to be considered in course of lessons on "Common Objects."

In what does the value of such lessons consist?

Write the matter of a lesson on some common object or material adapted to Second Grade Work.

PHYSIOLOGY: (Time 1½ hours.)

1.—Enumerate the principal viscera in the thoracic and abdominal cavities. (Diagram.)

Explain the terms *secretion*, *assimilation* and *respiration*.

2.—Describe *adipose tissue*, and state the purposes it subserves.

What is the characteristic property of *cartilage*, and what does it yield when boiled?

Where do you find the capillaries in bone?

3.—Explain why there is no pulse in the veins?

What do you imply when you speak of "defective nutrition?"

What two elements must food contain in certain proportions, and what ultimately becomes of them?

4.—Enumerate the regions into which the horizontal axis may be divided.

Give a diagram of a typical vertebra.

State three distinctions between a Vertebrate and an Articulate.

5.—Give in a tabular form the characters of the classes of the Vertebrates, with examples of each.

History of the United States.

1.—When and where was the first permanent settlement in the United States? The first permanent English settlement? The first permanent French settlement in America?

2.—What was the London Company? The Plymouth Company? What territory did these companies comprise?

3.—On what did the Dutch base their claims to New York? How long did they retain possession of it? What was the character of the Dutch Government? Who was the last Dutch Governor?

4.—What was the cause of the French and Indian War? By what siege did it close, and what territory did the English acquire? Who was King of England during that war?

5.—What was the Boston Port Bill? What were Writs of Assistance? State what lead to the first battle of the Revolution. When was Boston evacuated by the British?

6.—State the events of 1775.

7.—What was the third battle of the Revolution? When did Washington take command of the American army? What was his first victorious battle? In what year was Arnold's treason, and what was his course thereafter?

8.—Give a short account of Nathaniel Greene. State in what battles he was engaged. Give the dates of the following battles, and state who were victorious: Cowpens, Long Island, Germantown, Monmouth, Princeton, Yorktown, Guilford Court House, and Saratoga.

9.—Who wrote the Declaration of Independence? When did the Constitution of the United States go into operation? Name the Presidents who served two terms, one term, three terms, one month, one year. Who was President during the Mexican war? During the war of 1812? Who was President when you were born?

10.—When and by whom was slavery introduced into the Colonies? What was the first slavery agitation and what led to it? What other agitation subsequently in regard to slavery? What was the Emancipation Act, and when and by whom was it issued?

GRAMMAR: (Time 1½ hours.)

1.—With the word *war* construct a complex declarative sentence, consisting of a principal and two dependent clauses.

With the word *peace* construct a compound sentence with one leading and two subordinate clauses.

2.—What is agreement? Give three rules relating to the agreement of verbs with their subjects. What is case? Give the rules of syntax relating to the government of the objective case. Define a unipersonal verb, and give an example.

3.—Correct the following (with the rules):

(*a*) "Eve was the fairest of all her daughters."

(*b*) "The sun upon the calmest sea is not half so fair as thee."

(*c*) "Danger, long travel, want or woe
Soon change the form that best we know."

4.—Analyze:

"Comrades, leave me here a little, while as yet 'tis early morn.
Leave me here, and when you want me, sound upon the bugle-horn."

5.—Parse: *comrades, leave, little, as, morn.*

SPELLING.

1. Admissible,
2. Aristocracy,
3. Audibly,
4. Banana,
5. Citadel,
6. Dauphin,
7. Ebullition,
8. Emaciate,
9. Emanation,
10. Frivolous,
11. Incorrigible,
12. Indispensable,
13. Guillotine,
14. Hemorrhage,
15. Infallible,
16. Isosceles,
17. Laudable,
18. Legible,
19. Marchioness,
20. Mucilage,
21. Nauseous,
22. Notable,
23. Oculist,
24. Patrician,
25. Perquisite,
26. Perceivable,
27. Retrievable,
28. Stethoscope,
29. Satellite,
30. Strategem,
31. Sanitary,
32. Rythm,
33. Regicide,
34. Tenacious,
35. Thraldom,
36. Heidelberg,
37. Versailles,
38. Paisley,
39. Canandaigua,
40. Manhattan Beach.

After the diagnosis, the physician pronounced the disease malignant scarlatina. He recommended that the patient be quarantined in an upper room separated from the corridors frequented by the family, until danger from this contagious malady should be over.

FRENCH.

I.

Mettez au participe passé les infinitifs 1. 2. 3., et expliquez:

Les maisons nouvellement bâtir (1), que mon père a acheter (2), ont été construire (3) par un habile architecte d'après des dessins originaux.

Traduisez les mots "même, quelque, tout," adjectifs et adverbes.

Quand emploie-t-on l'imparfait du subjonctif et quel temps (time) exprime-t-il? Exemple. 25%

II.

Traduisez: It will be good to compose every day in the language one learns a few lines, in which enter the diverse grammatical constructions it is important to retain. A good book to read is a very important thing. When it has been found, it is necessary to read from it a certain amount every day. When about fifty pages shall have been read, it will be expedient to review them, until one remembers the meaning. Those who would learn by heart a few pages with the translation would derive a greater and speedier advantage. 25%

III.

Traduisez, et indiquez les fables d'où sont tirés les passages suivants:

1. A quoi bon charger votre vie
   Des soins d'un avenir qui n'est pas fait pour vous?
   Ne songez désormais qu'à vos erreurs passées,

Quittez le long espoir et les vastes pensées :
Tout cela ne convient qu'à nous.

2. La Mort avait raison : je voudrais qu'à cet âge.
On sortît de la vie ainsi que d'un banquet,
Remerciant son hôte. 25%

IV.

1. Quels sont les deux grands prosateurs du 17e siècle qui appartiennent à l'histoire des sciences?—1. Où mourut Descartes? Comment se trouvait-il là?—3. Quelle épigraphe pourrait-on donner aux oeuvres de Boileau?—4. Nommez les tragédies de Racine?—5. Indiquez les principales différences entre lui et Corneille. 25%

N. B. Répondez, non par des mots détachés, mais par des phrases complètes et bien formées.

German.

1. Die Tendenz von Leſſing's Nathan der Weiſe?
2. Das Leben Goethe's?
3. Der Inhalt von Goethe's Wilhelm Meiſter?
4. Die Leiſtungen Goethe's auf dem Gebiete der Naturwiſſenſchaften?
5. Der Inhalt von Goethe's Iphigenia in Tauris?
6. Schiller's Wilhelm Tell?
7. Warum iſt Schiller's Don Carlos ſo populär geworden?
8. Ein Satzgefüge in welchem der Hauptſatz nach dem Nebenſatze ſteht.
9. It is justly said that London owes its grandeur to the river Thames. When King James I., offended with the city of London, threatened to remove his Court to another place, the Lord Mayor boldly told him: "Your Majesty may remove the Court at your pleasure, but you cannot remove the river Thames.
10. Unmittelbare Experimente haben bewieſen, daß das Gehirn, das Rückenmark und die Nerven die wahren oder wenigſtens die hauptſächlichen Organe des Denkens ſind.

ARITHMETIC: (Time 1 hour 30 minutes.)

1. State the method of dividing by a fraction, and explain why you multiply by the denominator.

2. $(\frac{2}{3}-\frac{3}{4})\div\frac{4}{5}+.0038\div.000000006-(2.003-2.03)\div.08.$

3. Bought three lots of goods as follows:

   June 12, 1880, $8,000 on 4 mos.
   July 8, " 9,000 on 3 mos.
   Sept. 18, " 7,000 on 5 mos.

   What date of payment for the whole would give an equivalent amount of credit?

4. $\sqrt{.00007}$

5. What can one pay for 5's and receive $6\frac{1}{2}$ per cent. annual income on his investment?

DEPARTMENTS OF STUDY.

English Literature.

PROF. A. H. DUNDON.

In this department lectures have been delivered upon all the leading authors from Chaucer to Byron, and written examinations have been held to test the knowledge of the students. Besides the written examinations there have been other examinations, conducted upon the Socratic method. On these occasions the class hour has been devoted to oral questioning and to catechising the students in the old fashioned way. The mere mention of these two systems, namely, the Socratic and the lecture system, reminds me that a point is sometimes raised as to their comparative merits. Among the older teachers there are, I suspect, but few who at some period of their lives have not debated the question which system is preferable. In reference to this controversy, it may perhaps be asked "Where and how do I stand?" To answer such inquiry, I will, Mr. President, tell a little story, with your permission. There was, in by-gone times, a certain King of France who was appealed to for a decision by two philosophers, the representatives of opposite schools of thought. The monarch heard patiently all that either had to advance. Then at last, the argument being ended, his majesty, with a knowing twinkle in his eye and an expression of good humor in his face, turning to the anxious disputants, said: "Upon my word, gentlemen, you are both right." The king's position in that matter is exactly mine in this. On the one hand I regard with favor the lecture advocate; on the other, I have a good word for his opponent. The truth is, each system has its advantages, each is a weapon of different make, calibre and range, each is intended to serve a special and distinct purpose; the relation between them is that of the fowling piece to the rifle. Clearly, then, the *perfect* weapon would be one combining the advantages of *both*. In this connection, the following, from the pen of one of our most eminent educators, seems to me deserving of notice: "I hold that every "professor should have not only a large general class to which he gives an im-

"petus by lecturing, he should have a small class of those who lag behind, to "be taught by an assistant, and also a select class to be taught by himself, "and composed of the few who are to be made thoroughly masters of the sub- "ject, or engaged in independent research."

In connection with this study the following facts are worth recording: 1st. The students, with hardly an exception, take pleasure in their work. 2d. They endeavor, according to their limited opportunities, to acquaint themselves with the great literary productions. 3d. They aim at forming a critical taste which in time they expect to apply to their own peculiar purposes, to determine for themselves what is good, what is not so good, and what is positively bad. These are hopeful signs for this department; they are things I am most anxious to see; the danger is that we may not get enough of them, never that we may get too many.

History.

In its divisions of ancient, mediæval and modern, has been taught during the past year by the several tutors immediately charged with this work. Thus, the juniors received separate lessons in the Eastern Roman Empire, the Feudal System, the Crusades, the Fall of Constantinople, followed by the histories of England and of France. While the others, viz., the introductories, studied the histories of Rome and Greece and took in the outlines of Egypt, Persia, Babylonia and India.

This study, when properly pursued, can be made to yield the most beneficial results. In the hands of the judicious teacher, the powers of the imagination can be cultivated, while rules and principles can be gathered from almost every page, applicable to the guidance of individual conduct. In itself, history can be made, and it is made to a very considerable extent with us, a very delightful study. Here students, instead of being driven, are led; what is more, they are relieved from the drudgery of committing to memory a whole almanac of unimportant dates or a gazetteer of equally unimportant places. This, let me say, is a matter for which the tutors themselves deserve credit; it is one, too, to which much of their success can be attributed.

Latin.

In the three grades of Senior, Junior and Introductory, the work accomplished corresponds in every way to what the programme lays down under this head.

Thus, the Seniors taking up Book II. Æneid, passed then to the VI. Book, and at the commencement of the second term entered upon the study of Cicero, completing nearly two Orations. For details of the instruction attention is called to the following points : Translation, Beauties of the Author, Syntax, Scanning, Idioms, Mythology, Synonyms, Quotations, Passages, also such explanations of Roman Life, Manners, Literature, as were suggested by the text. Nor were the more elementary parts of the language allowed to be forgotten. On the contrary, the earlier portions of the grammar were reviewed from time to time, and that beautiful machinery of inflections strongly impressed upon the mind.

For the terms of the Junior year, the authors were as follows :

First term, Sallust, 36 selected chapters.

Second term, Virgil I. Book Æneid.

The points of interest in the teaching of this grade may be summed up under these heads : Translation, Syntax, Scanning, Figures of Speech, Mythology, Memorizing of certain passages. Other things, too—classical allusions, and the like—were treated with due care and attention ; above all, the knowledge of inflections acquired during the first year was thoroughly strengthened in every part.

Rhetoric and English Composition.

During the year just closed the work in the first of these branches was taken up in the following order : First term—Nature, Value and Application of the Figures of Speech, Varieties of English Poetry, Memorizing of Select Passages. Second term—Composition of the English Language, Structure of Sentences, Critical Examination of certain Poems, Exercises in Scanning, Explanation of Various Allusions (Mythological), Meaning and Illustrations of Poetic License.

Composition.

In this subject the students have been taught the construction, arrangement and punctuation of sentences, business forms of notes, bills and receipts, letter writing in its several varieties, business, social, official and cermonial, methods of expression, synonyms and the proper choice of words. Besides these there were abstracts, written and oral, of prose and of poetic selections also synopses of two or more of Shakespeare's Drama. Lastly, written descriptions have been required from time to time. The work in these two de-

partments, though I regard it as second in importance to none in the College, has hitherto, I regret to say, escaped any minute supervision on my part. The reason is, that the strain imposed on me by my own special classes is great, and the time at my disposal consequently limited. In the near future, however, I hope a better opportuuity will be afforded me. When that time comes I shall endeavor to be of direct use—to lend a helping hand to teachers who, in the face of many difficulties, and in spite of many discouragements, are producing lasting and excellent results.

Introductories.

This grade was taught during the first term the inflections of nouns, pronouns, adjectives and verbs. Easy sentences were translated from Latin into English and vice versa, the object being the illustration of Syntax, as also to serve purposes of drill, which such exercises afford.

Second Term.—The grade translated twenty-two paragraphs selected from Cæsar's Gallic War. The rules of Syntax necessary to the understanding of these paragraphs were explained, and the simple idioms, such as those of the text, were rendered intelligible to the students. Special attention was paid to the irregular verbs and to the formation of adverbs. During the whole year the drill in inflections has gone on uninterruptedly and persistently. The aim has been to make solid the foundations of the work, so that in the higher grades the superstructure of classic knowledge might with safety be borne.

Mathematics and Physics.

PROF. J. A. GILLET.

The change from the old three years' course to the present four years' course has introduced some confusion into my department, which, however, has been felt only in the Senior Grade. The Introductory and Junior Grades are now working according to the new course, and, at the end of the present school year, the transition from the old to the new programme will have been completed in all of the grades.

In the Introductory Grade we have found great inequality in the intellectual ability of the pupils. Some of the classes are excellent, and others very poor. On the whole, the progress of the pupils in this grade has been only fair.

As you will see by the accompanying table, we have not been able quite to complete, in this grade, the course prescribed in Geometry for the first term. We shall, however, during the year, be able to cover all the ground in this subject laid down in the programme.

I think it would be better if Geometry and Algebra were not taken up together in this grade. If the pupils were to take Algebra alone the first term, and Geometry alone the second, I think they would accomplish as much in five hours a week as they do now in six, and that they would do the work with greater ease.

In the Junior Grade, owing to the sifting at the previous examination for promotion, we have found the material better and much more uniform than in the Introductory Grade. The progress made by the pupils in this grade has been very satisfactory.

In Physics, we have not been able to complete the subject of Mechanics in the first term, but I think we shall be able during the year to complete the whole course prescribed for the year. I think it would be much better if, in this grade, as heretofore, the lecture in Physics could be followed by two recitations instead of one.

In the Senior Grade, we have been obliged to take some time from the Astronomy during the first term for a brief course in Algebra, which subject, according to the new programme, is to be completed in the second year. In the second term, we shall, also, be obliged to take some time from Physics for Geometry, which is also, hereafter, to be completed in the second year. The pupils of this grade have made satisfactory progress.

In the Post Graduate year, the work has been as nearly as possible in accordance with the new programme, and the pupils have made all the progress that could be expected.

The Instructors in all the grades have worked with an energy, a faithfulness and an efficiency worthy of the highest commendation.

The following table shows the work which we shall be able to accomplish in the different grades during the current school year :

First Year.—First Term.—

Algebra.—Simple Equations.
Geometry.—Book I.

Second Term.—

Algebra.—Radicals.
Geometry.—Books II., III. and IV.

Second Year.—First Term.—

Algebra.—Quadratics.
Physics.—Constitution of Matter; Mechanics, begun.

Second Term.—

Geometry.—Book V.; Elements of Solid Geometry and of Conic Sections.
Physics.—Mechanics, completed; Refraction, Lenses, and Optical Instruments.

Third Year.—First Term.—

Arithmetic.—Reviewed.
Astronomy.—Solar System.
Algebra.—Quadratics.

Second Term.—

Physics.—Electricity.
Geometry.—Book V.

Fourth Year.—First Term.—

Physics.—Radiations and Color.

Second Term.—

Physics.—Energy.

The Committee on Normal College have generously allowed us during the year to add to our stock of apparatus 400 lantern slides on architectural and historical subjects. I have used these views, both in the second term of the Junior year, and with the Post Graduate Classes during the morning half hours. The pupils have been interested, and, I think, greatly profited by these illustrations. We need 200 more views to complete this series.

Department of German.

PROF. SCHLEGEL.

In handing you my report of the Department of the German Language up to the end of the year 1880, I am happy to say that the progress made by all pupils has been quite satisfactory, and that I am greatly indebted to the assistance of both tutors, Miss Constantini and Miss Ebecke.

The introductory classes were instructed by Miss Ebecke in reading and writing, together with elementary exercises in grammar and colloquial phrases.

Miss Constantini and myself continued this instruction with more extensive translations and conversations in German on practical subjects, as well as on the history and geography of Germany.

In the classes of the third grade I taught the history of the German Language and Literature with specimens of the best authors, and continual reference to the teaching of the language. The exercises in conversing freely in German were continued, and I had some of the most advanced pupils give lessons in German, similar to the Object Lessons they give in the Training School.

In the Post Graduate Class, I have instructed, since September last, the history of Modern Literature and Composition in German, with Letter-writing.

Natural History.

PROF. E. H. DAY.

I beg respectfully to submit a report of the work of my Department during the present year.

In the term from February to June, the work was continued as in the preceding year, I myself giving to the 6 (six) *Senior* classes each 2 (two) lessons a week on *Physiology*, and to 9 (nine) *Junior* classes, combined into 4 (four), each 1 (one) lesson a week on elementary scientific ideas and *Geology*. Miss Goodwin continued her instruction in *Botany*, giving to the 9 (nine) *Junior* classes each 2 (two) lessons a week.

During the present term I have given to 6 (six) *Senior* classes three lessons a week each on *Physiology*, and to the combined *Post-graduate* classes 2 (two)

lessons a week on the physical properties of minerals and *Geology*. Miss Goodwin has given to the 9 (nine) *Junior* classes 2 (two) lessons a week on *Botany*.

It will appear from the above statement that every hour of my time during the present term has been occupied in actual instruction, and that no time, excepting the half hour immediately after the opening exercises, has been left for making preparations for demonstrations, and for other needful work; and that Miss Goodwin has had but two spare hours a week in which to prepare material for her classes in *Botany*, and to examine and correct the work that her pupils in 9 (nine) classes, to the number of about 400 are required to submit to her.

FRENCH.

PROF. AUBERT.

I have the honor to report that the classes belonging to my department have continued to be taught according to the programme followed last year. There has been little occasion for change. This programme was carefully laid out after a thorough acquaintance with the requirements of my work, its nature, conditions and aim. By the general character and by the special features of the lessons prescribed, I have endeavored to secure the best possible instruction within the time allowed for the study of modern languages.

During the present term four of the French Introductory classes have been taught by Mme. Diaz, three by Miss Delaporte and one by Miss Requa. The two former ladies are doing good service. I have had occasion, in my last report, to commend their ability and devotion, and I take pleasure, after another year's experience, in corroborating this testimonial. Though Miss Requa is but of recent appointment, I have had opportunities of appreciating her superior qualifications in the Training School; she brought them with her to the College.

Four of the Junior classes are under the charge of Mlle. De Wailly. The fifth I teach myself in addition to the four Senior classes and a class of Post Graduates.

In regard to the latter I beg to say that, when I prepared the plan of

studies, I based it on the assumption that modern languages would get three hours during the fourth year, as they do in the third. This would be very desirable, as it is then that students are most effectively drilled in the practice of speaking. In case the present allowance of time is to be permanent, I would respectfully recommend that the two hours of instruction be separated by an interval of two or three days.

The course of French Literature, for want of an appropriate text-book, I have to dictate to the Seniors and Post Graduates, This consumes a good deal of time. In order to save it, a book is wanted, simple, comprehensive and handy, in two parts, of about 150 pages each, with short but sufficient historical notices and selected texts for reading, translation and criticism. Such a book I am engaged in preparing during the rare moments not taken up by the engrossing duties of my position.

In the discharge of those duties I can always rely on you, Mr. President, for such facilities and support as are conducive to the good of the institution, I beg to tender my grateful acknowledgment.

Department of Music.

PROF. MANGOLD.

The classes have been instructed during the first year, as follows: Elements of music, notes and rests, clefs, time, etc. During the second year, relation of sounds, scales and intervals. During the third and fourth year, outlines of harmony and methods of teaching music.

Exercises in reading vocal music at sight, and in writing music by ear, have been given to all the classes of the 2d, 3d and 4th years, and the results have been satisfactory.

The singing of the College was not as good at the beginning of this year as it was before, owing to the fact that it was impossible for me to lead the classes from and with the organ. Since this has been corrected there has been a steady improvement in the singing, and I trust it will soon be up again to its former standard.

Allow me to express my thanks to the Normal College Committee and to yourself for the kind interest taken in my department.

Morals and Manners.

LADY SUPERINTENDENT, MISS WADLEIGH.

Appropriate soil, air, light and moisture, are the prerequisites essential to the growth of a plant. With these, the plant unfolds itself naturally, healthily. Without these, decay will follow.

So the causes by which the physical, mental and moral nature is controlled, cannot be disregarded without physical, mental and moral injury. All the appliances to promote a healthy growth must be timely, continuous, methodical and of appropriate quality.

Apart from a good home discipline, the educator has more to do in developing this healthy growth than any one else.

Since the foundation of the world, discipline has been the chief pillar on which progress and civilization have been based.

Respect for law and obedience to legitimate authority, are the supports of all efficient government. This extends through all classes and organizations, and there is none where its importance is greater than in the educational institution.

It has been said that government is best which governs the least. It is not the bluster or arbitrary authority that evokes order and loyalty; it is rather the quiet, firm enforcement of good law, that is most effective in securing good order and discipline, the object of which is to students self-governing.

To attain such results has been the aim and object of the disciplinary duties in this College. I think the order and discipline were never more satisfactory than at the present time. The recent regulation of the Committee, regarding aimless and indifferent students who fall below the required per cent. for advancement, has served to sift this element from the college, although thereby temporarily diminishing the register number. In the end, it cannot fail to more than compensate for the present loss.

Conduct in its noblest form is an individual act under the influence of reason, judgment and morality, and reaches the highest standard when controlled by these forces. To secure the best moral character, the training must begin at home, and must be continued and enforced in the earlier stages of school life. Without undervaluing the importance and necessity of primary discipline, I have sometimes thought that direct moral instruction has been frequently subordinated by the more prominent attention to little points of discipline, creating in the child a fear of penalty, which

often leads to denial and concealment, instead of developing frank, and open action. To inspire the courage of moral honesty and truth, is the highest work of a teacher.

Hand-in-hand with the moral education is the external grace of a pleasing, courteous manner, not the conventional courtesy and etiquette that can be put on or laid aside at any time, but that uniform culture of heart and good feeling which bespeaks kindness and consideration for all alike; a courtesy which manifests itself in respect to the personality of others; a politeness which has been described as the art of showing by external signs the internal regard we have for each other.

I cannot close without acknowledging the kind aid and encouragement always given by the President in the discharge of my duties, and the cheerful cooperation of Professors and Tutors, to whose fidelity and efficiency the prosperity of the college is largely due.

In conclusion, I would say, that in all respects it seems to me that the vital, healthful spirit of the college was never in a more satisfactory condition.

Department of Drawing.

MISS COVELL.

First Year.—Plane geometric figures; historic ornament; original combination of straight and curved lines within geometric forms; applied design, wholly freehand; elements of linear perspective and the construction of plane geometric figures worked out by mechanical means.

Particular attention has been given to blackboard drawing.

One drawing, made each week at home, has been an exercise based upon the lesson given in the class-room.

Second Year.—A further study of linear perspective and construction of plane geometric figures with instruments; model drawing in outline from geometric solids, from casts, from manufactured objects and from plants; principles of design taught, classic and other, as applied to architectural adornment and decoration of various surfaces; analysis of plants, and original designs for ornamentation of common objects, drawn freehand, either in outline or half tint.

The blackboard exercises have been from objects illustrating the principles of perspective.

Home practice has been either a reproduction of a problem in perspective, the construction of geometric figures from memory, or an outline drawing from some object.

Third Year.—Problems in projection of shadows; drawing in light and shade from casts, manufactured objects and from nature, and original designs for the decoration of useful objects.

Blackboard work was adapted to the illustration of subjects taught to children in schools.

Home practice upon the lesson given to the class was from the object in light and shade, or from a memory exercise.

Original problems in perspective of shadows were encouraged, and some very good results were produced.

Fourth Year.—Drawing from casts and objects in light and shade; memory drawing upon the blackboard.

The plan of study was made by myself. The students of the first year have been taught by Miss Reynolds; those of the second, third and fourth by myself. Each class has received a lesson of one hour a week through the entire course.

In conclusion, allow me to acknowledge the obligation I am under to the Chairman of the Normal College Committee, Hon. Wm. H. Wickham, for the Grammar of Ornament and other text books that he has furnished the industrial art branch of Drawing; and to you, Mr. President, for the encouragement that you have so kindly given to me in the prosecution of my duties.

Theory and Practice of Teaching. Training Department.

MISS PARSELS.

Whole number of pupil-teachers in attendance during year	728
Average " " " " "	74
Whole number of children taught during year	1,527
Average " " " " "	1,165
Largest " " on register during year	1,208
Average " " " " " "	1,165
Number of children on register December 30, 1879	999
" " " " " 1880	1,143

Number of Classes of Grammar Grades in Department Dec. 30, 1880....	10
" " Primary " " " " "	12
" " Kindergarten Grades " " " "	1
Number of pupils of Grammar Grades in Department Dec. 30, 1880....	431
" " Primary " " " " "	682
" " Kindergarten Grades " " " "	32
Number of girls on register in Department Dec. 30, 1880.....	840
" boys " " " " " "	303
Number of girls promoted to College during year.....	20
" boys sent to Grammar Schools during year.....	21
Whole number of assistant teachers in Department.....	26
Number of junior " " "	4
Number of teachers appointed during year.....	6
" " resigned " "	1
" " transferred to College during year.....	3

METHODS.

MISS MERRILL.

The Class of 1880 received instruction in methods of teaching Reading, Spelling, Elementary Sounds, Form, Quality and General Object Lessons. General suggestions were also given respecting the methods to be employed in teaching Arithmetic, Geography, History, etc.

The study of these methods was preceded by a careful consideration of educational principles.

I have striven this year, as formerly, to impress upon the students the three following truths :

1. All good methods of teaching are based upon certain great laws or principles.

2. These principles are based upon the condition of the minds of those taught ; hence

3. The teacher's first study is not methods, not even principles, but the *pupil himself.*

In teaching, I have followed the lines of normal instruction which these points suggest.

During the early part of the term the students were required to state, upon their return from the Training Department, the results of their observation in the various classes.

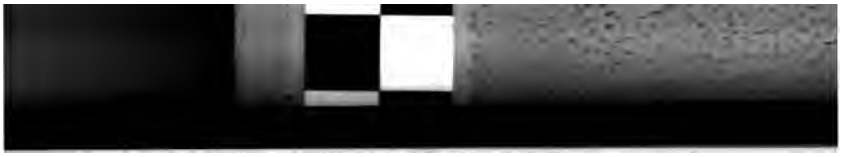
This requirement seemed to stimulate the power of observation, and the questions arising from the accounts presented, proved a basis for the discussion of many practical points. The attention of the class was directed to the necessity of exercising care in the selection and use of text books. Rules were suggested to be given to children in reference to the use of their text books during study hours at home.

THE GRADUATES OF 1880.

Ackerman, Louisa S.
Amerman, Frances
Appell, Helena
Baxter, Caroline
Besselievre, Leila
Broad, Emma G.
Brown, Laura A.
Belzer, Ella
Berrian, Stella
Boedicker, Lillie
Brangan, Margaret F.
Bendelari, Blanche
Blauvelt, Annie
Blogg, Matilda
Batterman, Emma
Brinkerhoff, Kate
Browne, Maggie
Burdette, Alice
Burke, Mary
Bennett, Frances
Bennett, Mary E.
Beulshausen, Mary L.
Biele, Mary
Billenstein, Augusta
Baldwin, Alfaretta
Barrington, Jennie
Birnbaum, Laura
Brennan, Emily
Brewster, Emma

Barrett, Agnes G.
Barratt, Fanny
Baum, Gertrude
Cheesman, Lida
Chambers, Irene
Collins, Hannah V.
Coons, Ella
Crowe, Margaret
Cantrell, Elizabeth S.
Cavart, Marie L.
Choate, Stella E.
Cornish, Emily I.
Corwin, Fannie W.
Cramer, Johanna
Carlisle, Ida
Card, Sophia
Clay, Nellie
Cahen, Lizzie
Campbell, Mary J.
Cohn, Lillie W.
Coughlan, Salome A.
Cowan, Ida
Cushing, Eveline M.
Cavanagh, Ida
Craig, Hope
Croco, Annie
Christopher, Ella C.
Connolly, Susie P.
Callan, Mary V.

Campbell, Emma
Cassidy, Isabella
Coombe, Elizabeth
Crane, Anna G.
Cox, Margaret A.
Davega, Endora
Day, Emilie C.
Decker, Ida E.
Devlin, Mary
Davis, Alice V.
Davis, Mary O.
Demarest, Elizabeth
Dimon, Hattie C.
Doane, Harriet L.
Dolan, Ellen L.
Dacie, Maria L.
Darry, Helen
DeLau, Annie
Dowling, Frances
Donohue, Sarah
Davidson, Isabel
Douglass, Laura A.
Daly, Matilda
Dannenberg, Cecelia
Doran, Katie A.
Evans, Edwina
Eppinger, Rachel
Edwards, Julia
Elkan, Frances
Edwards, Emma
Espe, Emma L.
Frankenheimer, Laura
Fielder, Abbie
Fletcher, Helen S.
Faber, Emily
Freeborn, Julia
Folkhart, Phebe
Fall, Mary
Frost, Mary
Finnegan, Annie M.
Frances, Cecelia A.
Fridenberg, Pauline
Fegan, Elizabeth
Fegan, Mary J.
Fennell, Emma
Flood, Mary A.
Furman, Bertha
Gardner, Fannie E.
Gilham, Clara I.
Grothwell, Hannah
Garland, Leonine
Goold, Alice
Grotecloss, Harriet
Gillespie, Helena S.
Gitsky, Jennie
Goetschius, Jessie B.
Garner, Ella
Green, Annie
Gutsell, Josephine
Gedney, Georgie
Gehrman, Fannie
Grout, Margaret
Gutman, Aurclia
Herts, Sophia R.
Hiller, Gertrude
Hogg, Ada
Hayden, Mary E.
Highet, Mary A.
Horre, Elsie W.
Hughes, Katherine H.
Houston, M. A.
Hughes, Annie
Haverty, Lizzie
Hitchcock, Jennie
Harder, Margaret
Henderson, Jane
Higgins, Letitia A.
Helmuth, Clara



Hess, Elsie
Hickey, Katie
Hill, Mary
Hume, Mary
Hellman, Rachel
Halladay, Louise S.
Hannelly, Minnie E.
Haydock, May
Higgins, Josephine B.
Harris, Elizabeth
Hull, Lydia E.
Jennings, Alice
Joyce, Mary
Johnson, Gertrude
Jacobs, Elizabeth
Jay, Nellie
Jacobs, Tillie
Kennelly, Ella A.
Kensing, Mary
Konigsberg, Ella
Keys, Alice B.
Keegan, Lizzie
Kielly, Annie
Kelly, Ida
Kelsch, Carrie
King, Agnes J.
Kenney, Ella F.
Kemp, Pauline
Kolisch, Elizabeth
Kerby, Mary
Kirby, Jennie V.
King, Nellie R.
Kohner, Sophie
Lynch, Annie
Laughlin, Mary
Leerburger, Louise
Lemon, Matilda J.
Lotz, Emily
Laird, Mamie
Latus, Kate B.
Law, Susie
Leaycraft, Augusta
Lane, Mary J.
Levy, Annie
Lindgren, Margaret
Litterer, Dora
Lyall, Josephine
Loeb, Alida
Lycett, Anna
Lyman, Harriet E.
Lauferty, Emma
Lawson, Jennie C.
McColgan, Maggie
McGraw, Jennie
Manion, Ella
Matson, Clara A.
Meyer, Rosalie
Moeller, Anna M.
May, Cornelia
MacCabe, Helena
Meyer, Amelia D.
Murray, Catherine
Mason, Sarah
Middleton, Sara
Molina, Frances
Monfort, Myra
Mayer, Pauline
McLaurie, Emily
Merritt, Fannie
Moore, Mary
Mullen, Lizzie
Murray, Ellen
Mayer, Ida P.
Merington, Ruth
Monaghan, Elizabeth
Moorcroft, Nellie
Mahr, Louise
Martin, Sara

McCaul, Katie
McGowan, Hannah
Meyers, Harriet
Murphy, Julia
McGrane, Mary
Mather, Alice
Meehan, Marcella C.
Magenheimer, Amelia
Marvin, Emma E.
McAllister, Harriette
McCarthy, Jennie
McNally Emeline
Merdian, Mary L.
Murphy, Mary E.
Nathan, Lillie
Newman, Sarah
Norton, Cordelia
Neagle, Katie
Nugent, Nellie
Nulle, Ida
Nathusius, Laura M.
Neely, Jennie
Nafis, Agnes L.
Newman, Estelle J.
Noble, Emily
O'Brien, Martha
O'Brien, Ellen T.
O'Brien, Ellen
Osborn, Lucy R.
O'Donnell, Caroline
O'Farrell, Mary E.
O'Neil, Nellie
Parkhill, Martha
Peck, Annie G.
Purcell, Clara L.
Palm, Martha M.
Phillips, Isabella A.
Porter, Edith E.
Peters, Carrie
Parker, Euphemia
Patteson, Mary
Patterson, Agnes
Pettit, Sarah F.
Phair, Mary L.
Peoples, Kathleen
Pike, Frances
Reid, Mary
Reclo, Lucrece
Rossman, Selma
Ruth, Gretta
Roy, Annie L.
Rullman, Amelia
Raycraft, Emily
Reynolds, Fannie
Rogers, Lizzie
Reed, Evelyn
Richter, Clara
Rothschild, Ida
Rush, Annie
Rauch, Ida
Rosenstein, Rosa
Rottger, Henrietta J.
Ryno, Elizabeth
Robinson, Lydia
Rodenback, Elizabeth
Rorke, Adelaide
Ryerson, Lulu
Riblett, Mary S.
Rogers, Minnie M.
Raymond, Lillian
Rottger, Elizabeth
Stansberry, Julia O.
Schwartz, Bella
Smith, Georgia C.
Stueler, Mena L.
Seymour, Kate
Shepard, Alice T.
Smith, Clara C.

Stronach, Annie
Stronach, Elizabeth
Schweizer, Isabella
Sanders, Clara
Spear, Alice
Scanlon, Mary
Schweitzer, Annie W.
Stanton, Annie
Sackett, Adelaide
Scott, Emily
Seaman, Belle
Searle, Irene
Shaughnessy, Ella
Silber, Emma
Snow, Jessica
Stackpole, Elizabeth
Swift, Fannie E.
Scannell, Jessie C.
Scallon, Kate
Sergeant, Emma
Smith, Phebe H.
Snow, Carrie Belle
Smith, Clarissa
Smith, Mary
Stahl, Emma
Steinlein, Ida
Sloane, Sarah A.
Thomas, Ella F.
Toal, Helene
Tuttle, Emma L.
Twoomey, Retta
Tibbits, Etta
Tytler, Annie
Treacy, E. Agnes
Tute, Katie A.
Titus, M. Stanlyetta
Valentine, Margaret
Van Cauteren, Pauline
Vogel, Julia A.
Voorhies, Cornelia A.
Veilt, Mary E.
Westendorf, Lizzie F.
Woodleaf, Florence
Winter, Lillie
Wells, Mary A.
Whitney, Annie
Woolley, Mary
Watson, Josephine
Weir, Adele
Werner, Carrie
Webendorfer, Matilda
Wasdell, Nellie
Watson, Rowena
Whitehead, Sarah
Wiseman, Carrie
Wygant, Theodosia
Waitzfelder, Sarah
Weber, Albina
Warren, Sarah S.
Woodhull, Fannie
Wright, M. Elizabeth
Youngs, Adeline
Van Tassell, Fanny

GRADUATED IN SEPTEMBER.

Gibson, Kittie
Hagan, Katie V.
Lawler, Mary J.
Ryan, Adelaide
Sutton, Ada L.
Voss, Annie R

A 3d.

Class Standing.	Names.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Dundon.
..	Bach, Minnie	....	....	....	7	....	....	Dis. Feb. 10, 1880.
40	Cheesman, Lida	84	99	....	....	....	....	
16	Chambers, Irene	88	85	7	7	....	....	
32	Collins, Hannah V	83	99	....	....	....	....	
37	Coons, Ella	82	89	7	3	....	....	
21	Crowe, Maggie	88	91	8	....	....	....	
44	Davega, Endora	79	99	....	....	....	....	
45	Day, Emilie C	78	97	....	2	....	....	
4	Decker, Ida E	95	99	....	....	....	....	
24	Devlin, Mary	87	87	5	7	....	....	
25	Evans, Edwina	86	92	4	3	....	....	
2	Frankenheimer, Laura	97	96	3	....	....	....	
42	Gibson, Kittie	79	73	13	15	....	....	
19	Herts, Sophie R	88	93	1	5	....	....	
40	Hiller, Gertrude	82	87	9	3	....	....	
13	Hogg, Ada	89	93	6	....	....	....	
37	Jennings, Alice	82	97	1	1	....	....	
22	Kennelly, Ella A	87	86	1	12	....	....	
7	Kensing, Mary	92	92	1	6	....	....	
31	Konigsberg, Ella	84	94	....	5	....	....	
8	Lynch, Annie	91	98	....	1	....	....	
34	McColgan, Maggie	83	97	....	2	....	1	
11	McGraw, Jennie	90	95	3	1	....	....	
26	Manion, Ella	85	96	1	2	....	....	
14	Matson, Clara A	89	90	4	5	....	....	
43	Meyer, Rosalie	80	76	21	2	1	....	
12	Moeller, Anna M	90	89	7	3	....	....	
9	Nathan, Lillie	91	97	1	1	....	....	
10	Newman, Sarah	91	97	2	....	....	....	
27	Norton, Cordelia	85	91	4	4	....	....	
46	O'Brien, Martha	78	95	4	....	....	....	
6	Parkhill, Martha	92	93	4	2	....	....	
23	Peck, Annie G	87	95	2	2	....	....	
17	Purcell, Clara L	88	98	....	1	....	....	
28	Reid, Mary	85	98	1	....	....	....	
41	Recio, Lucrece	82	89	6	4	....	1	
3	Rossman Selma	96	98	1	....	....	....	
18	Ruth, Gretta	88	98	1	....	....	....	
29	Stansbury, Julia O	85	91	5	3	....	....	
36	Schwartz, Bella	82	97	1	1	....	....	
15	Smith, Georgia C	89	89	7	3	....	....	
33	Stueler, Mena L	83	98	....	1	....	....	
47	Sutton, Ada L	75	82	8	9	....	....	
39	Thomas, Ella F	82	96	2	1	....	....	

A 3d.—(*Continued.*)

Class Standing.	Names.	Average per cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Dundon.
20	Voss, Anna R.....	84	95	1	3	.....	.....	
37	Westendorf, Lizzie F....	83	87	11	1	.....	.....	
5	Woodleaf, Florence.....	97	99	.....	.....	.....	.....	
1	Winter, Lillie.....	93	95	2	2	.....	.....	

B 3d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Gillet.
8	Ackerman, Louise S.....	93	97	....	2	....	....	
49	Baxter, Carrie.....	76	94	....	5	1	....	
28	Besselievre, Leila.....	86	91	1	7	....	...	
19	Broad, Emma G.....	88	96	1	2	....	....	
35	Brown, Laura A.....	83	97	1	1	....	....	
12	Cantrell, Eliz. S.....	91	95	1	3	...	2	
22	Cavart, Marie L.....	88	97	1	1	....	2	
11	Choate, Stella E.....	92	99	....	....	....	....	
10	Cornish, Emily I.....	92	97	....	2	....	....	
23	Corwin, Fannie W.....	88	96	3	....	....	....	
2	Cramer, Johanna.....	95	95	3	1	....	....	
29	Davis, Alice V	86	95	2	2	....	....	
21	Davis, Mary O.....	88	94	1	4	....	....	
40	Demarest, Elizabeth.....	82	91	2	6	1	2	
5	Dimon, Hattie C.....	93	99	....	....	....	....	
24	Doane, Harriet L.....	87	99	....	....	....	....	
41	Dolan, Ellen L.....	82	95	1	3	....	....	
9	Eppinger, Rachel.....	92	85	8	6	....	....	
26	Fielder, Abbie.....	87	90	6	3	....	....	
4	Fletcher. Helen S.	93	99	....	....	....	....	
46	Gardiner, Fannie E.....	80	96	3	....	....	....	
30	Gilham, Clara I.....	86	93	4	2	....	....	
39	Hayden, Mary E.....	83	90	3	6	....	....	
26	Highet, Mary A.....	87	91	3	5	...	....	
47	Horre, Elsie W.....	78	90	7	2	....	....	
42	Hughes, Katherine.....	82	97	....	2	....	....	
3	Keys, Alice B.....	94	97	1	1	....	....	
45	Laughlin, Mary.....	80	88	1	10	....	....	
20	Leerberger, Louise.....	88	93	3	3	....	....	
31	Lemon, Matilda.....	85	88	4	7	..	....	
14	Lotz, Emily.....	90	94	1	4	....	....	
36	MacCabe, Helena.....	83	97	....	2	....	...	
16	May, Cornelia.....	90	96	3	....	..	....	
25	Meyer Amelia D.....	87	98	....	1	....	..	
7	Murray, Catherine.....	93	98	1	....	....	...	
34	O'Brien, Ellen T.....	84	96	3	....	....	6	
18	Palm, Martha M.....	89	85	3	11	....	....	
14	Phillips, Isabella A.....	90	97	....	2	....	....	
17	Porter, Edith E.....	89	95	1	3	....	....	
36	Roy, Annie L.....	85	97	1	1	....	..	
6	Rullman, Amelia.....	93	99	....	....	....	...	
1	Seymour, Kate.....	97	95	1	3	....	....	
31	Shepard, Alice T.....	85	95	1	3	1	....	

B 3d.—(*Continued.*)

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Gillet.
43	Smith, Clara C.....	81	93	2	4	....	....	
44	Toal, Lemmie.....	81	97	1	1	....	....	
13	Tuttle, Emma L.....	90	98	....	1	....	....	
38	Wells, Mary A.....	83	98	1	....	....	....	
37	Whitney, Annie	83	93	2	4	..	...	
48	Woolley, Mary	78	98	....	1	....	...	

C 3d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Aubert.
32	Belzer, Ella	81	87	7	5	....	....	
34	Berrian, Stella	79	99	....	....	....	....	
2	Boedicker, Lillie	93	97	2	....	....	1	
8	Brangan, Margaret F.	91	96	1	2	1	....	
36	Carlisle, Ida	77	99	....	....	....	....	
13	Dacie, Marie L.	86	99	....	....	....	....	
21	Darry, Helen	84	94	....	5	....	....	
38	DeLan, Annie	77	93	4	2	....	....	
15	Faber, Emily	86	96	2	1	....	....	
1	Grothwell, Henrietta	97	99	....	....	....	....	
14	Houston, Minnie A.	86	99	....	....	....	....	
39	Hughes, Annie	77	97	2	....	....	....	
27	Joyce, Mary	82	98	1	....	....	....	
10	Keegan, Lizzie	88	97	1	1	....	....	
30	Kielly, Annie	81	99	....	....	....	....	
29	Laird, Mamie	81	79	9	11	....	....	
11	Latus, Kate B.	84	83	11	5	1		
18	Law, Susie	88	98	1	....	....	....	
35	McLaughlin, Maggie	72	95	1	3	....	....	
40	McNamara, Mary	78	87	8	4	....	....	
33	Mason, Sarah	80	83	8	8	....	....	
20	Middleton, Sara	84	99	....	....	1	1	
4	Molina, Frances	93	94	....	5	....	....	
37	Monfort, Myra	77	89	7	3	....	....	
23	Neagle, Katie	83	97	2	....	....	....	
24	Nugent, Nellie	82	72	16	11	....	2	
2	Peters, Carrie	93	97	2	....	....	....	
16	Raycraft, Emily	85	94	5	....	....	....	
6	Reynolds, Fannie	91	93	4	2	....	....	
9	Rogers, Lizzie	91	99	....	....	....	....	
26	Scallon, Kate	82	88	8	3	....	....	
19	Stronach, Annie	84	90	7	2	....	....	
25	Stronach, Elizabeth	82	90	6	3	....	....	
5	Schweizer, Isabelle	92	99		....	....	....	
17	Twoomey, Retta	85	75	7	7	....	....	
22	Valentine, Margaret	83	96	3	....	....	....	
6	Van Cauteren, Pauline	91	99		....	....	....	
31	Watson, Josephine	81	97	2	....	....	....	
27	Weir, Adele	86	98	1	....	1	....	
12	Werner, Carrie	82	94	3	2	....	....	

D 3d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Day.
34	Amerman, Frances	78	88	4	7	....	1	
4	Bendelari, Blanche	90	98	1	....	....	....	
27	Blauvelt, Annie	81	97	1	1	....	....	
5	Blogg, Matilda	90	90	2	7	....	....	
18	Batterman, Emma	85	97	1	1	....	....	
21	Brinkerhoff, Kate	84	96	3	....	....	....	
24	Brown, Maggie	82	88	6	5	....	....	
18	Burdett, Alice	85	92	6	1	....	1	
34	Burke, Mary	78	89	1	9	....	....	
10	Card, Sophia	89	99	....	....	....	....	
40	Clay, Nellie	75	88	5	6	....	....	
7	Freeborn, Julia	90	94	3	2	....	....	
27	Garland, Leonine	81	82	9	8	....	3	
2	Gould, Alice	93	99	....	....	....	....	
6	Grotecloss, Hattie	90	87	1	11	....	....	
37	Haverty, Lizzie	77	95	3	1	....	1	
8	Hitchcock, Jennie	90	96	2	1	....	....	
37	Hammond, Laura	77	91	3	5	1	1	
32	Johnson, Gertrude	80	82	7	10	....	....	
14	Kelly, Ida	87	92	2	....	....	....	
11	Leaycraft, Augusta	88	91	6	2	....	....	
24	Mayer, Pauline	82	96	1	2	....	..	
11	McLaury, Emily	88	99	....	....	..	....	
31	Merritt, Fanny	84	99	....	....	....	....	
11	Moore, Mary	88	96	2	1	....	....	
27	Mullin, Lizzie	81	91	4	4	....	....	
39	Murray Ellen	76	90	4	5	....	....	
21	Nulle, Ida	84	99	....	....	....	1	
27	O'Brien, Ellen	81	97	2	....	....	....	
3	Osborn, Lucy R	91	96	2	1	....	....	
16	Parker, Euphemia	86	96	2	1	....	....	
41	Peterson, Alice	74	96	....	3	....	....	
34	Reed, Evelyn	78	93	4	2	....		
33	Richter, Clara	79	97	2	....	....	....	
18	Rothschild, Ida	85	99	....	....	....	....	
27	Rush, Annie	81	88	6	5	....	....	
1	Sanders, Clara	94	98	....	1	....	....	
14	Spear, Alice	87	92	4	3	..	....	
4	Tibbits, Etta	90	93	2	4	....	....	
24	Tytler, Annie	82	97	2	....	....	....	
16	Webendorfer, Matilda	86	89	9	1	....	....	

E 3d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Schlegel.
17	Appell, Helena	86	99					
6	Bennett, Frances	91	97	2				
50	Bennett, Mary E	78	99					
24	Beulshausen, Mary L	84	93	6				
31	Biele, Mary	82	95	4				
9	Billenstein, Augusta	89	98	1				
19	Cahen, Lizzie	86	94	5				
30	Campbell, Mary J	82	99					
7	Cohn, Lillie W	90	91	8				
45	Coughlan, Salome A	79	98	1				
39	Cowan, Ida	80	99					
14	Cushing, Eveline M	87	99					
33	Dowling, Frances	82	84	15				
18	Folkhart, Phebe	86	92	7				
22	Gillespie, Helena S	85	97	2				
21	Gitsky, Jennie	85	85	14				
25	Goetschius, Jessie B	84	99					
36	Harder, Margaret	81	98	1				
20	Henderson, Jane	86	97	2				
47	Higgins, Letitia A	79	96	3				
11	Kelsch, Carrie	88	95	4				
52	Kenney, Ella F	76	92	7				
13	King, Agnes J	87	97	2				
40	Lane, Mary J	80	94	5			1	
37	Levy, Annie	81	94	5				
41	Lindgren, Margaret	80	93	6				
42	Litterer Dora	80	79	20				
54	Lockridge, Elizabeth	70	82	17				
48	Lyall, Josephine	78	99					
3	Mayer, Ida P	94	98	1				
1	Merington, Ruth	97	99					
49	Monaghan, Elizabeth	78	94	5				
46	Moorcroft, Nellie	79	93	6				
10	Nathusius, Laura M	88	99					
38	O'Donnell, Caroline	81	99					
43	O'Farrell, Mary E	80	94	5				
12	Patteson, Mary Mc	87	99					
5	Patterson, Agnes	92	98	1				
4	Pettit, Sarah F	94	98	1				
16	Phair, Mary L	87	94	5				
34	Rauch, Ida	82	85	14				
26	Rosenstein, Rosa	84	96	3				
28	Rottger, Henrietta J	83	96	3				

E 3d—(*Continued.*)

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Schlegel.
23	Ryno, Elizabeth.....	87	99	...	....	....	...	
44	Scanlon, Mary.....	80	97	2	....	....	....	
27	Schweitzer, Annie W....	84	99	...	....	1	....	
32	Stainton, Annie.....	82	92	7	....		2	
53	Van Tassel, Fanny.....	77	98	1	....	....	...	
2	Vogel Julia A.....	94	93	6	....	....	....	
29	Wasdell, Nellie.....	82	95	4	....	....	....	
51	Watson, Rowena.....	77	87	12	....	....	....	
15	Whitehead, Sarah.....	87	91	8	....	....	....	
8	Wiseman, Carrie.....	90	92	7	....	....	....	
35	Wygant, Theodosia.....	81	99	....	....	....	....	

F 3d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No Times Late Excused.	No. of Times Late Unexcused.	Miss Woods.
45	Baldwin, Alfaretta	77	88	4	7	....	2	
19	Barrington, Jennie	84	94	1	4	....	....	
20	Birnbaum, Laura	84	99	....	....	1	....	
22	Brennan, Emily M	84	87	11	1	....	....	
25	Brewster, Emma J	83	89	5	5	....	....	
12	Cavanagh, Ida I	86	83	....	16	....	4	
42	Craig, Hope M	79	99	7	2	....	....	
4	Croco, Annie T	88	85	11	3	....	3	
48	Donegan, Hannah A	73	79	16	4	....	....	
36	Donohue, Sarah A	80	87	9	3	....	2	
37	Fall, Mary A	80	98	1	....	....	....	
..	Finch, Carrie	..	36	38	....	1	....	Dis. May 26, 1880
38	Frost, Mary J	80	90	2	7	....	2	
10	Garner, Ella	87	88	9	2	....	....	
15	Green, Annie L	85	94	3	2	....	....	
29	Gutsell, Josephine A	82	89	9	1	....	....	
18	Helmuth, Clara	85	97	1	1	....	..	
24	Hess, Elsie E	84	92	4	3	....	....	
35	Hickey, Katie R	80	85	12	2	....	....	
6	Hill, Mary B	88	96	2	1	..	....	
38	Hume, Mary E	80	90	6	3	....	....	
16	Jacobs, Elizabeth A	85	99	....	....	....	1	
28	Kemp, Pauline	82	94	5	....	....	2	
44	Kolisch, Elizabeth P	79	98	1	...	....	....	
26	Loeb, Alida	83	93	2	4	....	1	
6	Lycett, Anna S	88	88	8	3	....	....	
40	Mahr, Louisa C	79	96	...	3	....	4	
34	Martin, Sarah	81	92	6	1	....	....	
46	McCaul, Katie A	79	87	7	5	....	....	
9	McGowan, Hannah G	87	95	3	1	....	....	
1	Meyers, Hattie	92	89	5	5	....	1	
17	Murphy, Julia E	85	98	...	1	....	4	
33	Peoples, Kathleen I	81	88	...	5	....	1	
13	Pike, Frances E	85	95	4	....	....	....	
38	Robinson, Lydia A	80	93	5	1	....	....	
32	Rodenbach, Elizabeth M	82	96	3	....	....	....	
30	Rork, Adelaide	82	90	6	3	....	....	
47	Ryan, Adelaide C	75	77	18	4	....	1	
2	Ryerson, Lulu B	92	90	8	1	....	....	
27	Sackett, Adelaide M	83	97	1	1	....	....	
41	Scott, Emily J	77	93	4	2	....	....	
31	Seaman, Belle	82	75	11	13	....	....	
3	Searle, Irene L	90	84	4	11	....	..	

F 3d.

Class Standing.	Names.	Average Per Cent.	No. days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Woods.
20	Shaughnessy, Ella.....	84	91	5	3	....	1	
6	Silber, Emma A.....	88	99	....	....	....	....	
14	Snow, Jessica L.....	85	94	4	1	....	....	
23	Stackpole, Elizabeth.....	84	85	8	6	....	2	
11	Treacy, E. Agnes.....	86	94	2	3	....	....	
5	Young, Adeline M.....	88	76	21	2	....	....	

G 3d.

Class Standing.	Names.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Holman.
35	Barrett, Agnes G.....	78	83	8	8	26	...	
9	Christopher, Ella C.....	90	92	5	2	....	....	
29	Connolly, Susie P.....	80	93	5	1	....	....	
38	Davidson, Isabel.....	77	92	5	2	....	....	
32	Douglas, Laura A.....	79	98	1	....	....	....	
24	Edwards, Julia.....	82	97	2	...	....	...	
12	Elkan, Fannie.....	88	93	4	2	....	....	
13	Finnegan, Annie M.....	88	92	5	2	....	....	
19	Francis, Cecelia A.....	86	88	10	1	...	....	
5	Fridenberg, Pauline.....	92	98	....	1	1	2	
21	Gedney, Georgie.....	85	96	2	1	....	....	
5	Gehrman, Fannie.....	92	96	....	3	..	....	
17	Grout, Maggie.....	86	99	....	....	....	...	
7	Gutman, Aurelia.....	91	95	3	1	....	....	
27	Halladay, Louisa S.....	87	83	12	4	....	...	
39	Hagan, Katie V.....	87	82	5	12	2	1	
30	Hannelly, Minnie E.. ..	80	96	3	....	....	....	
22	Haydock, May.....	83	98	....	1	1	. .	
23	Higgins, Josephine B.....	83	99	....	...	..	1	
19	Jay, Nellie.....	86	79	18	2	....	2	
11	Kerby, Mary.....	88	97	1	1	....	1	
1	Kirby, Jennie V.....	95	97	2	....	....	....	
40	Lawler, Mary I...	76	64	27	8	....	1	
37	Lyman, Harriet E..... ..	77	92	5	2	...	1	
25	McGrane, Mary.....	81	93	4	2	....	....	
7	Mather, Alice.....	91	97	2	....	....	....	
27	Meehan, Marcella C.....	80	93	5	1	....	. ..	
4	Neely, Jennie.....	92	83	11	5	....	....	
26	O'Neill, Nellie.....	81	83	9	7	....	2	
..	Reed, Neva M..... ...	..	54	1	2	....	....	
36	Riblett, Mary S.....	78	93	6	....	1	....	
2	Rogers, Minnie M.....	93	98	1	....	....	....	
3	Swift, Fannie E..... .	92	99	....	....	....	....	
15	Scannell, Jessie C.....	87	95	4	....	....	....	
31	Sergeant, Emma.....	80	91	6	2	...	...	
18	Smith, Phebe H.....	86	98	1	....	....	....	
34	Snow, Carrie B.....	78	97	1	1	....	....	
33	Tute, Kate A.....	79	93	3	3	....	1	
10	Voorhies, Cornelia A.....	90	92	3	4	....	....	
14	Waitzfelder, Sarah.....	87	94	5	....	....	....	
16	Weber, Alvina.....	80	96	3	....	....	....	

H 3d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Mathews.
8	Barratt, Fanny	88	95	4	..	....	....	
21	Baum, Gertrude	85	84	15	....	....	....	
28	Callan, Mary V.	84	95	4	....	...	1	
46	Campbell, Emma	77	82	17	....	....	....	
14	Cassidy, Isabella	87	91	5	3	....	2	
8	Coombe, Elizabeth	88	92	1	6	....	....	
5	Crane, Anna G	91	98	1	....	....	....	
28	Cox, Margaret A	84	81	18	....	....	....	
37	Daly, Tillie	82	89	7	3	....	1	
7	Dannenberg, Celia	89	97	2	....	....	....	
28	Doran, Katie A	84	97	1	1	....	....	
13	Edwards, Emma	87	97	2	...	...	....	
28	Espe, Emma L	84	96	3	....	....	....	
1	Fegan, Elizabeth	98	99	....	....	....	....	
2	Fegan, Mary J	94	96	3	....	....	....	
21	Fennell, Emma	85	95	4	...	1	1	
8	Flood Mary A	88	97	2	....	....	....	
4	Furman, Bertha	92	94	5	....	....	....	
8	Harris, Elizabeth	88	91	7	1	1	1	
21	Hellman, Rachel	85	95	4	....	....	....	
21	Hull, Lydia E	85	97	2	....	....	....	
8	Jacobs, Tillie	88	94	5	...	....	...	
14	King, Nellie R	87	76	14	9	....	....	
41	Kohner, Sophie	79	95	2	2	....	....	
19	Lauferty, Emma	86	95	4	....	1	...	
14	Lawson, Jennie C	87	95	4	....	...	....	
14	Magenheimer, Amelia	87	87	12	....	..	....	
37	Marvin, Emma E	82	96	3	....	....	....	
43	McAllister, Harriette	78	93	2	4	....	1	
28	McCarthy Jennie	84	86	8	5	...	...	
19	McNally, Emeline	86	86	11	2	1	..	
3	Merdian, Mary L	93	95	4	....	....	...	
28	Murphy, Mary E	84	92	3	4	....	....	
43	Nafis, Agnes L	78	96	3	....	....	....	
8	Newman, Estelle, J	88	91	8	...	....	...	
47	Noble, Emily	76	91	4	4	....	2	
41	Raymond, Lillian J	79	94	3	2	....	...	
6	Rottger, Elizabeth C	90	92	6	1	....	....	
21	Smith, Clarissa E	85	99	....	..	..	....	
21	Smith, Mary E	85	96	3	....	1	8	
28	Stahl, Emma H	84	95	3	1	....	....	

H 3d.—(*Continued.*)

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Mathews.
36	Steinlein, Ida	83	98	1				
43	Sloane, Sarah A.	78	97	1				
28	Titus, M. Stanlyetta	84	97	2				
14	Veit, Amy E.	87	98	1				
37	Warren, Sarah S.	82	98	1				
37	Woodhull, Fannie	82	94	5				
21	Wright, M. Elizabeth	75	94	5				

A 2d.

Class Standing.	NAMES.	Average Per Cent.	No. Days Present.	No Days Absent Exoused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS MORGAN.
44	Allison, Carrie.....	63	78	20	1	....	1	
5	Anderson, Edith.....	94	97	2	....	...	....	
37	Bergin, Mary.....	70	98	1	....	....	....	
43	Blair, Maggie.....	64	93	1	5	....	....	
13	Bokee, Sarah.....	89	83	17	....	....	....	
40	Boyle, Mary.....	68	96	3	....	....	1	
...	Branagan, Agnes.....	....	29	3	5	.....	....	Dis. Mch. 23, 1880
17	Brown, Amanda	85	99	....	....	....	....	
2	Carter, Ellen.....	97	90	9	....	....	....	
23	Donald, Lizzie.....	82	89	10	....	...	...	
22	Duval, Nanette.....	83	97	2	....	....	....	
9	Elliott, Rebecca.....	90	93	6	....	....	....	
1	Fenno, Gertrude.....	97	98	1	....	....	....	
30	Fitzpatrick, Elizabeth....	77	96	3	....	....	2	
3	Ganson, Susan.....	95	97	2	....	....	....	
42	Gregory, Hattie.....	66	95	2	2	....	....	
23	Hiscox, Minnie.....	82	99	.....	....	....	....	
10	Hubbard, Grace.... ...	89	64	35	....	....	....	
3	Jacobs, Katie.....	95	96	3	....	....	....	
27	Japha, Ida.....	79	95	4	...	....	....	
25	Lawrence, Jessie.....	81	97	2	....	....	1	
16	Lewi, Mina.....	86	99	.....	....	....	....	
35	Loughlin, Kate.....	72	87	12	....	....	....	
27	Mahoney, Mary.....	79	98	1	....	....	....	
41	McCarthy, Eleanor.....	67	97	2	....	....	1	
36	McGrane, Kate.....	71	72	22	5	....	....	
3	Martinachi, Eugenia.....	77	93	2	4	....	1	
33	Northshield, Addie.....	75	90	7	2	....	....	
25	Nutty, Anna.....	81	89	10	....	....	....	
7	Nutty, Harriet.....	92	99	.....	....	....	....	
37	O'Neil, Mary.....	72	93	4	2	....	....	
34	O'Neil, Honora...	73	98	....	1	....	1	
14	Plumb, Laura.....	87	98	....	1	....	1	
10	Pratt, Eugenia.....	89	89	10	....	....	....	
...	Raymond, Mamie.....	....	8	17	23	....	....	Dis. April 8, 1880.
39	Riley, Mary.....	69	75	11	3	....	....	
8	Roos, Minnie.....	91	89	10	....	....	....	
...	Samek, Julia.....	....	....	....	30	....	....	Dis. Mch, 16, 1880
17	Sexton, Netta.....	85	93	6	1	....	....	
14	Sperling, Roletta.....	87	96	3	....	....	....	
12	Strauss, Isabella.....	88	96	3	....	....	....	
17	Stub, Julia...	85	92	7	....	....	....	
29	Sullivan, Nellie.....	78	94	5	....	....	....	

A 2d (*Continued*).

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Morgan.
..	Towle, Mary.....	50	47	11	....	...	....	
29	Thomas, Hannah.....	84	99	....	....	....	....	
30	Thompson, Ida.....	77	93	5	1	....	....	
20	Wessell, Tillie.....	84	97	2	....	....	....	
6	Wolff, Amelia.....	92	98	1	....	....	....	

B[illegible] 2d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Leal.
3	Armstrong, Margaret....	95	96	3	....	....	....	
28	Betker, Clara.....	81	94	....	5	....	2	
12	Bagley, Louise E.....	89	99	....	....	....	....	
42	Breitenberger, Josephine.	74	97	2	....	....	....	
....	Ball, Elizabeth.....	....	78	10	11	....	....	
45	Brown, Belle E.....	58	95	2	2	....	1	
26	Bedford, Cornelia C.....	82	94	5	....	....	....	
9	Beck, Isabella.....	89	98	1	....	....	....	
21	Beuhler Minnie C.....	83	98	....	1	....	....	
4	Coles, Belle.....	94	99	....	....	....	....	
33	Cook, Susan.....	78	87	9	3	....	2	
20	Deans, Effie.....	83	96	3	....	....	....	
6	Deitsch, Addie.....	90	94	4	1	....	....	
10	Duggan, Dora C.....	89	97	....	2	....	....	
5	Duggan, Ella J.....	91	98	....	1	....	....	
1	Elder, Annie A.....	96	95	4	....	....	1	
31	Fisher Tillie.....	79	96	2	1	....	....	
44	Fitzgerald, Eva	69	88	2	9	....	....	
10	Glass, Belle.....	89	99	....	....	....	....	
17	Griffen, Annie M.....	86	93	5	1	....	....	
....	Haight, Hattie.....	....	22	32	2	....	2	Dis. Apr. 22, 1880
16	Higgins, Isabelle H.....	86	99	....	....	....	....	
2	Hauser, Mary E.....	95	91	8	....	1	....	
18	Hitchman, Mary E.....	84	98	1	....	....	....	
24	Hochster, Fannie.....	82	98	1	....	....	....	
39	Kehoe, Winifred.....	75	94	5	....	....	....	
37	Kearney, Margaret A....	77	97	2	....	....	....	
34	Kelly, Sarah S.....	77	98	1	....	....	....	
15	Langstader, Ida.....	86	95	2	2	....	....	
38	McCort, Mary A.....	76	97	2	....	....	....	
6	McDonough, Isabelle.....	89	99	....	....	....	....	
39	McGee, Kate F.....	75	96	3	....	1	....	
32	Murphy, Minnie E.....	78	96	1	2	....	....	
13	Murphy, Minnie A.....	87	98	1	....	....	....	
41	McGuire, Angelina V....	75	90	7	2	....	....	
19	Price, Maude I.....	83	96	3	....	....	....	
25	Riggs, Genevieve A.....	81	98	1	....	....	....	
29	Rosett, Bertha	80	96	1	2	....	....	
26	Roxbury, Sarah E.....	81	96	2	1	....	....	
8	Scoles, Margaret K.....	89	90	9	....	....	....	
43	Sylvester, Belle J.....	73	99	....	....	....	....	
22	Titus, Lizzie.....	82	98	1	....	....	....	
35	Vitty, Lillie A.....	76	99	....	....	....	....	

B 2d.—(*Continued.*)

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Leal.
35	Washburn, Emma.....	76	97	1	1	1	...	
30	Weckerle, Jennie R.....	79	95	3	1	.. .	....	
14	Wood, Carrie J	86	98	1	....	.....	....	
23	Burton, Maggie.....	83	94	1	3	....	...	

C 2d.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Prof. Mangold.
10	Baruc, Katie	89	87	12				
21	Beller, Wilhelmina C.	80	99					
26	Blumenthal, Julia	76	89	10				
18	Bush, Mary E.	81	93	6				
	Brown, Charlotte				14			Dis. Feb. 23, 1880
	Benny, Josie L.				27			" Mch. 9, 1880
23	Clifford, Maggie E.	79	99					
7	Crome, Anna	93	90	9				
16	Dunphy, Annie M.	81	95	4				
27	Durando, Martha	75	76	23				
35	Ellis, Fannie A.	66	98	1				
28	Ferris, Louisa A.	75	94	5				
8	Gray, Mamie	90	94	5				
	Herman, Henrietta				12			Dis. Feb. 20, 1880
5	Hey, Hannah D.	93	99					
29	Jones, Luella B.	73	98	1				
1	Kitchelt, Emma	99	99					
13	Klapper, Jennie	87	98	1				
2	Knox, Rebecca	96	98	1				
30	Koehler, Clara E.	72	98	1				
	Lee, Rosa				30			Dis. Mch. 16, 1880
11	Lipps, Julia	88	99					
22	Long, Lizzie A.	79	95					
12	Lutz, Minnie	87	98					
24	McCullough, Minnie	78	89	9	1			
18	McDermott, Annie L.	81	92	6	1			
	McMullin, Sarah				30			Dis. Mch. 16, 1880
33	Menge, Annie	68	92	6	1			
18	Metzger, Lily	82	99					
36	Monahan, Harriet	62	92	4	3			
36	Murdock, Viola	68	93	3	3			
	Newborg, Bertha		36	8				Dis. Apr. 5, 1880
25	Niver, Jesse E.	76	93	6				
34	Olney, Mary E.	66	79	20				
14	Reiche, Ida T.	86	97	2				
6	Rich, Alice B.	93	99					
4	Seckels, Matilda	93	98	1				
3	Simm, Josephine	94	98	1				
	Simmons, Lucinda				26			Dis. Mch. 9, 1880
	Tompkins, Susie				30			" " 16, "
15	Taylor, Lillian	85	98	1				
17	Tierney, Lizzy	81	98	1				
31	Tugwell, Mary E.	70	90	9				
9	Waxelbaum, Jennie	89	98	1				

D 2d.

Class Standing.	Name.	Average per Cent.	No. Days Present.	No. Days Absent. Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Willard.
9	Acker, Susie M.	84	72	27	....	....	1	
24	Bush, Annie L.	76	88	7	4		....	
10	Blumenthal, Charlotte.	83	98	1	....		....	
...	Barry, Ellen	..	3	....	66		....	
20	Briggs, Fannie A.	79	77	16	6		....	
22	Bryan, Ida A.	78	89	10	....		....	
13	Berghold, Eliza.	82	99	....	....		....	
18	Carter, Harriet G.	83	99	....	....		....	
19	Cohn, Mary.	79	96	3	....		....	
12	Carter, Emma F.	79	91	3	5		....	
3	Chambers, Lillian M.	96	99	....	....	....	....	
27	Dolan, Henrietta L.	75	93	4	2	....	....	
38	Duane, Eliza.	64	93	3	3	....	....	
33	Hummel, Mary C.	71	96	2	1	....	....	
32	Herr, Harriet.	71	95	1	3	....	....	
16	Highet, Carrie.	80	94	5	....	....	....	
37	Hobzwasser, Eva.	67	93	3	3	....	....	
15	Jerman, Agnes	81	93	5	1	....	....	
29	Jacoby, Emily.	74	98	1	....	1	....	
11	Koezly Matilda J.	84	98	....	1	....	....	
26	Loper, May F.	76	95	3	1	....	....	
34	McGinn, Mary.	71	86	11	2	....	....	
28	Marshall, Josephine E.	75	95	3	1	....	....	
24	Magner, Isabel.	76	99	....	....	....	....	
36	Marshall, Justine E.	69	96	1	2	....	....	
31	McGrath, Charlotte.	72	81	17	1	....	....	
5	Mahr, Theresa E.	89	99	....	....	....	....	
6	McClare, Mary.	89	83	6	10	....	....	
35	McClean, Alice C.	70	94	3	2	....	2	
7	O'Reilly, Margaret.	85	90	2	7	....	....	
...	Peters, Adela E.	..	53	46	....	....	1	Dis. May 6, 1880.
17	Rosenzweig, Kate.	80	95	3	1	....	....	
...	Rodney, Emily A	..	45	8	....	....	....	Dis. May 3, 1880.
14	Russell, Millie I.	81	85	4	10	....	....	
1	Ryerson, Edith.	97	97	2	....	....	....	
23	Sutton, Elizabeth A	77	86	13	....	....	....	
8	Seggerman, Louisa C.	85	88	6	5	....	....	
23	Sommers, Johanna.	76	96	2	1	....	....	
30	Vickere, Edith.	73	88	5	7	....	....	
21	Whitelaw, Madeline I.	78	92	7	....	....	....	
4	Young, Mary R.	93	90	9	....	....	....	
2	Flood, Christabel.	96	99	....	....	....	....	

E 2d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Phelps.
34	Brill, Catharine	80	97	2	....	..	....	
8	Bacon, Margaret	91	94	5	....	....	....	
43	Brice, Elizabeth	65	88	11	....	....	....	
16	Bussing, Martha	88	96	3	....	....	....	
36	Cunningham, Annie	79	93	6	....	....	....	
31	Cunningham, Margaret	81	97	2	....	....	..	
20	Calkins, Cassie	86	99	....	....	....	....	
15	Chuck, Minnie	88	95	4	....	....	....	
21	Donohue, Eleanor	86	94	5	....	....	....	
29	Duncan, Laviuia	82	88	11	....	....	....	
18	Dechert, Mary	88	89	10	....	....	....	
9	Gibbons, Agnes	91	96	3	....	....	....	
13	Glauber, Martha	90	98	1	....	....	....	
42	Hamilton, Lizzie	66	63	36	....	....	....	
7	Harvey, Annie	92	87	12	....	....	....	
3	Harvey, Marion	94	89	10	....	....	....	
37	Haggerty, Katie	77	97	2	....	....	....	
4	Hastie, Elizabeth	93	95	4	....	....	....	
25	Harper, Elizabeth	83	93	6	....	....	....	
23	Hogan, Annie	83	99	....	....	....	....	
30	Hunzinger, Henrietta	82	96	3	....	....	....	
41	Hiller, Julie	68	78	21	....	....	....	
..	Henderson, Mary	..	56	8	....	....	....	Dis. May 24, 1880.
6	Kohn, Pauline	92	92	7	....	....	....	
32	Kohner, Josephine	81	69	30	....	....	....	
26	King, Julia	83	97	2	....	....	....	
..	Lee, Alice	..	54	7	....	....	....	Dis. May 10, 1880
2	Lee, Mary	95	92	7	....	....	....	
39	La Forge, Frances	71	90	9	....	....	....	
1	Lyons, Frances	96	99	....	....	....	....	
35	Mayer, Sarah	80	90	9	....	....	....	
11	Murray, Amelia	91	99	....	....	....	....	
19	Mandelick, Rosina	87	92	7	....	....	....	
11	McGuckin, Emily	91	97	2	....	....	....	
17	McKee, Katherine	88	98	....	1	....	....	
38	McKean, Elizabeth	73	93	6	....	....	....	
5	Morris, Sophie	92	98	1	....	....	....	
40	Onderdonk, Ida	69	75	24	....	....	....	
14	Oberndorfer, Ada	89	97	2	....	....	....	
24	O'Callaghan, Abby	83	92	7	....	....	....	
22	Partridge, Annie	84	81	18	....	..	....	
27	Rothschild, Bella	83	91	8	..	....	....	
10	Steele, Constance	91	91	8	....	....	....	
33	Steinberger, Rose	81	98	1	....	....	....	
28	Walton, Alice	82	92	7	....	....	....	
..	Weed, Katharine	.	52	1	....	....	....	Dis. May 7, 1880.

F 2d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McGregor.
3	Amerman, Louise.	92	94	5	....	3	....	
30	Allen Lottie	76	96	3	....	....	....	
22	Bergamini Rachel	80	91	8	....	....	....	
5	Baldwin Mary B	91	98	1	....	....	....	
..	Brown, Lizzie L.	....	0	99	....	....	....	Dis. April 20,1880
17	Browne, Minnie M	83	97	2	....	....	....	
40	Brown, Amelia	67	95	4	....	....	....	
18	Burke, Maggie	82	97	2	....	....	....	
11	Carll, Agnes.	89	89	10	....	....	....	
4	Collins, Mary W.	92	93	6	....	1	....	
34	Cosgrove, Jennie A.	74	96	3	....	2	....	
28	Cremins, Lizzie T.	78	93	6	....	....	....	
37	Campbell, Marion.	71	97	2	....	....	....	
32	Dingley, Harriet E.	76	95	4	....	....	....	
19	Fridenberg, Josie	82	97	2	....	....	....	
7	Fisher, Maria A.	89	95	4	....	....	....	
35	Fox, Lizzie	73	86	13	....	....	....	
24	Goetz, Emily	80	96	3	....	1	....	
9	Grossmayer Fannie.	89	93	6	....	....	....	
13	errman Hannah	87	97	2	....	....	....	
10	Hickinbottom Eva G.	88	89	10	....	....	....	
15	Hayden, Eleanor M.	86	96	3	....	....	....	
29	Hopps, Kate.	77	86	13	....	....	....	
12	Jackson, Esther	87	98	1	....	....	....	
41	Jones, Mary	65	96	3	....	....	....	
25	Kean, Mary T.	79	82	17	....	....	....	
16	Kimball, Mary L.	85	93	6	....	....	....	
21	Lindsay, Etta A.	81	91	8	....	....	....	
38	Mead, Frances L.	69	86	13	....	....	....	
8	McDonald, Kate A.	90	97	2	....	....	....	
42	Martin Lizzie.	60	88	11	....	....	....	
33	Newning, Luella	74⅝	82	17	....	....	....	
26	Peddie, Sarah G.	79	84	15	....	....	....	
20	Regan Maggie A	82	88	11	....	....	....	
36	Silverthau, Josephine.	71	95	4	....	....	....	
27	Smith, Ida M.	78	89	10	....	....	....	
31	Shannon, Pauline	76	96	3	....	....	....	
6	Salter Mabel	91	96	3	....	....	....	
26	Sutton, Edith.	79	77	22	....	....	....	
2	Sloane, Sarah B.	95	79	20	....	....	....	
23	Saxe, Beulah D.	80	86	13	....	....	....	
39	Sheppard, Emma F.	68	79	2	....	....	....	
14	Taylor, Jessie.	87	88	11	....	....	....	
1	Vattet, Ida V.	96	99	...	....	....	....	

G 2d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Goodwin.
23	Barnes, Eva	82	98	1	....	....	....	
24	Brandon, Harriet	82	98	1	....	....	....	
16	Brassil, Helen	86	99	....	....	....	....	
12	Chase, Rachel	88	85	14	....	....	....	
25	Corner, Mary	81	88	11	....	....	....	
7	Craig, Florence	90	95	4	....	....	....	
18	Callan, Anna M	85	99	....	....	....	....	
14	Champlain, Fanny M	87	98	1	....	....	....	
33	DeFrece, Victoria	80	95	4	....	....	....	
3	Demarest, Fanny	95	92	7	....	....	....	
..	Erskine, Orcilla	..	34	7	..	....	....	Dis. April 8, 1880
17	Finnegan, Mary	86	96	3	....	....	....	
8	Gregory, Antoinette	89	95	4	....	....	....	
26	Green, Cora E	81	96	3	....	....	....	
21	Hunter, Margaret	88	99	....	....	....	....	
9	Hyman, Esther	89	94	5	....	....	....	
38	Healy, Elizabeth R	75	84	15	....	....	....	
36	Johnson, Mary E	76	90	9	....	....	....	
13	Jones, Jennie	87	98	1	....	....	1	
20	Kantrowitz, Victoria	84	96	3	....	....	....	
..	Kehler, Harriet A	..	41	5	....	....	....	Dis. April 8, 1880
37	Kelly, Annie J	75	98	1	....	....	....	
22	Kirkland, Charlotte J	83	97	2	....	....	....	
27	Lowndes, Lena E	81	95	4	....	....	....	
40	Marhsall, Jane S	73	88	11	....	....	....	
35	Mason, Louisa A	79	97	2	....	....	....	
39	Martin, Caroline M	74	86	13	....	....	....	
10	McElhinney, Margaret	89	83	16	....	....	....	
36	McGloin, Grace	76	28	71	....	....	....	
..	McKenzie, Mary	..	9	2	....	....	....	Dis. Feb. 24, 1880.
31	Millspaugh, Agnes S	80	92	7	....	....	....	
41	Nicolai, Sophia	70	94	5	....	....	....	
34	Shea, Kate	79	93	6	....	....	....	
4	Shute, Martha W	91	93	6	....	....	....	
1	Spence, Annie	98	94	5	....	....	....	
28	Spillane, Elizabeth	81	95	4	....	....	....	
32	Stinson, Charlotte	80	94	5	....	....	....	
2	Sault, Eva J	96	98	1	....	....	....	
30	Schneider, Emma	80	97	2	....	....	....	
19	Tobias, Clara L	85	93	6	....	....	....	
11	Tyler, Fannie L	88	92	7	....	....	....	
29	Van Duzen, Fanny	80	98	1	....	....	....	
..	West, Jesse W	..	91	9	....	....	....	
6	Wetherbee, Mary M	91	97	2	....	....	....	
15	Whitney, Elizabeth	87	90	9	....	....	....	
5	Williamson, Charlotte E.	91	99	..	....	....	....	

H 2d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Smyly.
..	Adams, Annabel	....	24	11	11	....	....	Dis. April 7, 1880
29	Aitken, Kate E	85	96	3	....	....	....	
34	American, Sarah	81	96	2	1	....	....	
26	Baldwin, Jennie	85	97	1	1	....	....	
30	Bibo, Rosalie	84	99	....	....	....	....	
10	Briggs, Lida	89	78	20	1	....	....	
5	Brogan, Mary	93	7	22	....	....	....	
3	Brown, Katie	96	99	....	....	....	....	
20	Calyo, Josephine	87	94	5	....	....	....	
16	Calyo, Laura	88	9	8	....	....	....	
17	Donohue, Kate	88	96	3	....	....	....	
19	Foley, Emily T	87	92	7	....	....	....	
5	Franklyn, Annie E	93	97	2	....	....	....	
9	Geraty, Mary A	9	96	2	1	....	....	
27	Greene, Mary J	85	96	3	....	....	....	
2	Heimberg, Lillian L	97	92	6	1	....	....	
12	Hill, Joanna J	89	9	6	2	....	....	
21	Holden, Adele	86	88	11	....	....	1	
8	Kelly, Mary A	91	98	1	....	....	....	
38	Kelly, Mary T	78	94	4	1	....	....	
36	Lind, Emma S	79	90	8	1	....	....	
24	Lynch, Eliza L	86	98	1	....	....	....	
14	Macdonough, Lillie A	88	98	1	....	....	....	
33	Mahoney, Nora	82	94	5	....	....	....	
1	Mathews, Mary	98	98	1	....	....	....	
39	McArthur, Elizabeth	77	90	8	1	....	2	
21	McLelland, Sadie	86	99	....	....	....	....	
25	McNamara, Margaret	86	93	5	1	....	1	
28	Michelson, Rebecca	85	93	5	1	....	....	
31	Nordemann, Laura	84	96	2	1	....	....	
37	Osborne, Lucine N	78	99	....	....	....	1	
13	Peck, Annie	89	95	4	....	....	....	
35	Pratt, Emma L	8	84	15	....	....	....	
18	Reston, Susie	87	97	1	1	....	....	
11	Rothkopf, Fanny	89	99	....	....	....	....	
14	Salberg, Ida	88	93	3	3	....	....	
4	Scheuer, Sarah	94	88	11	....	....	....	
32	Serrano, Mariquita	83	96	2	1	....	....	
..	Sterne, Annie	....	17	1	2	....	....	Dis. March 2, 1880
21	Wallace, E. Bertie	86	96	2	1	....	....	
7	Webster, Louise M	92	94	4	....	....	....	

I 2d.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Kennedy.
42	Abraham, Eva	73	92	5	2	..	....	
31	Beatty, Olympia	80	91	7	1	....	....	
25	Bennett, Ida	84	97	2	....	....	....	
40	Boyle, Mary E	76	97	2	....	....	....	
19	Brown, Kate	86	97	2	....	....	....	
6	Brown, Selina	93	95	4	....	....	....	
35	Busselle, Jessie	78	86	13	....	1	....	
5	Chichester, May	94	97	2	....	....	....	
12	Colburn, Jessie	89	92	5	....	....	....	
44	Dailey, Alexandra	69	77	12	10	....	....	
29	Dowe, Marianna	82	97	2	....	....	..	
45	Drew, Alice	75	82	17	....	....	....	
26	Feldman, Anna	83	92	7	..	....	....	
41	Guthrie, Frances	75	93	6	....	....	....	
24	Halliday, Ida	84	93	6	....	....	...	
15	Higgs, Anna	88	98	1	....	....	....	
20	Hopper, Lizzie	84	99	...	...	....	....	
8	Ikelheimer, Bertha	91	96	3	....	....	....	
2	Isham, Anna	94	99	....	....	....	....	
10	Jackson Martha	90	94	5	....	....	....	
21	Jenkins, Martha	84	94	5	....	....	....	
4	Knapp, Clara	94	97	2	....	....	....	
28	Knight, Sophia	82	81	18	...	....	....	
29	McCoy, Mary	82	84	15	....	....	....	
27	McGibney, Emma	82	98	1	....	....	....	
34	McLeod, Sarah	79	98	1	....	....	....	
1	McKee, Mary	98	99	...	...	...	....	
43	Murphy, Frances	72	97	2	....	....	....	
41	Nason Margaret	84	98	1	....	....	....	
35	O'Brien, Susan	78	94	8	....	....	....	
33	Odell, Annie,	79	94	5	....	....	....	
8	Pinckney, Hattie	91	91	9	....	....	....	
16	Reed, Isabel	87	98	1	....	....	....	
31	Russell, Viola	80	95	4	....	....	....	
18	Ryan, Annie	86	93	6	....	....	....	
3	Smith, Amelia	94	97	2	....	....	....	
13	Smith, Isabel	89	96	3	....	....	....	
7	Spillane, Mary	91	99	....	....	....	....	
11	Strasberger, Clara	90	98	1	....	....	...	
17	Strub, Annie	87	90	9	...	...	....	
38	Taylor, Eliza	76	96	3	....	....	....	
23	Tuzo, Frances	84	96	3	....	....	....	
38	Vanderpool, Carrie	76	97	2	...	....	....	
14	Wellner, Emily	89	97	2	....	....	....	
37	Whitley, Josephine	77	91	8	..	....	...	

A. F.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Mlle de Wailly.
6	Alexander, Bianca	92	90	9	....	2	....	
4	Applegate, Sadie	93	93	6	....	....	....	
..	Berrian Cornelia	...	47	....	20	....	....	Dis. May 19, 1880.
40	Brewster Annie	70	....	....	....	....	....	
41	Broderick, Lizzie	62	76	15	....	....	....	
..	Brown, Bella	....	53	1	1	....	....	Dis. May 5, 1880.
14	Browne, Carrie	88	94	3	2	....	....	
..	Browne, Annie	....	62	4	....	....	....	Dis. May 7, 1880.
4	Bush, M	84	99	..	....	....	....	
43	Clark, Hettie	61	59	1	11	....	1	
12	Campbell Mary	89	83	10	6	1	1	
26	Corwin Mary	83	95	3	1	..	....	
30	Daly, Margaret	81	92	5	2	....	....	
23	Dean, Hattie	85	91	5	3	....	....	
24	Eckhardt, Selma	84	98	....	1	....	....	
36	Elliott, Alice	77	93	2	4	....	....	
..	Gaffney, Lillie	....	45	3	5	....	1	Dis. May 6, 1880.
39	Garrard, Florence	75	92	3	4	....	2	
32	Goettings, Anna	80	89	5	5	....	....	
17	Giles, Bessie	87	92	...	7	....	....	
1	Goepp, Ida	97	93	6	....	....	....	
21	Gottgetrew, Eva	86	98	1	....	....	....	
17	Griswold, Edith	87	95	2	2	....	....	
..	Hencken, Katie	...	55	2	1	....	....	Dis. May 31, 1880.
3	Herendeen Fannie	95	87	10	2	....	....	
..	Johnston, Addie	...	14	1	6	....	....	Dis. Mch. 2, 1880.
26	Jerome, Della	83	93	4	2	....	....	
30	Kelly Ellen	81	97	1	1	1	....	
17	King, Lillian	87	88	8	3	....	1	
12	Klamroth, Clara	89	98	1	....	....	....	
4	Klamroth, Gertrude	93	90	3	6	....	....	
33	Knight, Emma	79	99	....	....	....	....	
..	Knowlton, Lena	....	42	....	2	....	....	Dis. April 5, 1880.
26	Link, Carrie B	83	97	1	1	....	....	
6	Maurer, Ida	92	99	..	....	....	....	
14	McCann, Anna	88	93	4	2	....	....	
14	McGuire, Susie	88	95	3	1	....	.	
21	McTaggart, Addie	86	90	7	....	..	....	
29	Merchant, Jessie	82	91	7	1	....	1	
36	Montgomery, Minnie	77	94	4	1	....	1	
..	Osborne, M. Alice	....	10	....	2	....	....	Dis. Feb. 19, 1880.
11	Parsons, Emily	91	88	5	6	1	....	

A. F.—(*Continued.*)

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Mlle de Wailly.
6	Peyton, Anna	92	88	8	3	....	....	
..	Poillon, Kate	....	12	4	1	....	....	Dis. Feb. 25, 1880.
..	Rafferty, Ada	..	....	....	6	....	....	Dis. Feb. 10, 1880.
33	Sayre, Annie	79	95	1	3	....	1	
38	Siedenback, Emma	76	98	....	1	....	..	
2	Stoirs, Kate	96	99	....	....	....	..	
17	Thurston, Helen	87	98	1	...	....	..	
6	Tobias, Emily	92	87	12	....	....	..	
35	Tompkins, Carrie	78	97	1	1	....	..	
43	Wilson, Addie	54	89	3	7	...	....	
6	Youngs, Kittie	92	93	3	3	....	...	

B F.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Merrill.
13	Arnold, Frances	87	92	7	....	....	....	
23	Bernheim, Rachel	84	97	2	....	....	....	
14	Brady, Jennie F	87	99	....	....	....	....	
44	Browne, Lucy W	67	94	4	1	....	1	
37	Brown, Myra J	76	94	3	2	....	....	
36	Clapp, Louisa B	76	99	....	....	....	....	
..	Cleary, Josie M	....	89	8	2	....	....	
11	Cremins, Julia	88	99	....	....	....	....	
6	Downey, Maggie E	89	97	2	....	....	....	
41	Dugan, Mary M	73	97	2	....	....	....	
14	Frank, Leonora	87	89	6	4	....	....	
20	Fribourg, Bertha L	83	99	....	....	....	....	
46	Hanna, Mamie	61	99	....	....	....	3	
5	Hardy, Kittie	89	99	....	....	....	....	
..	Hecht, Carrie		88	11	5	....	....	Dis. Apl. 19, 1880.
43	Henry, Margaret P	68	96	3	....	....	....	
32	Hepburn, Elizabeth J	77	98	....	....	....	....	
11	Jacobs, Edith S	88	98	....	....	....	....	
18	Jordan, Sarah	87	95	3	1	....	1	
6	Kilpatrick, Margaret	89	99	....	....	....	....	
34	Lewis, Ida M	7	96	3	....	....	....	
17	Maack, Annie L	86	99	....	....	....	....	
28	Maguire, Grace C	82	98	1	....	....	....	
2	Mahoney, Mary	92	99	....	....	....	....	
9	May, Flora	89	98	1	....	....	....	
26	Mayer, Gussie C	83	98	1	....	....	....	
28	McGuire, Mamie	81	97	1	1	....	....	
16	McNamara, Mary	86	99	....	....	....	....	
24	Mesa, Amelia	84	99	....	....	....	....	
39	McGovern Minnie	7	97	1	1	....	....	
4	Neagle, Helen	89	98	1	....			
..	Nixon, Maggie		1	....	14			Dis. Feb. 25, 1880.
32	O'Connell, Anna	77	99	....	....			
42	O'Conner, Margaret	72	99	....	....			
25	Patterson, Hazelletta	83	99	....	....			
38	Quirk, Ellen M	76	92	6	1			
30	Raftery, Ellen A	81	99	....	....			
45	Raywood, Josie	66	97	2	....			
40	Reiff, Mary	73	93	6	....			
1	Schaller, Augusta	93	98	1	....			
31	Silver, Jennie	79	97	2	....			
21	Silverman, Cora	82	98	1	....			
..	Simpson, Katie		41	....	....			Dis. Apl. 5, 1880

B. F.—(*Continued.*)

Class Standing	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Merrill.
27	Spear, Minnie.....	82	98	....	....	....	....	
34	Spiro, Gertrude.....	77	99	..	....	....	....	
..	Stroetzel, Lizzie G.....	....	72	....	....	....	..	Dis. May 24, 1880.
9	Thompson, Marie.....	89	98	....	....	....	....	
3	Wagner, Eugenie.....	92	93	6	....	....	....	
8	White, Eveline J.....	89	95	4	....	....	....	
19	Wray, Anna.....	83	99	..	....	....	....	
22	Zehnder, Ida.....	84	97	2	....	....	....	

C. F.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McDonough.
22	Adams, Cecelia	81	97	2	....	....	....	
36	Addi, Nellie	75	96	3	....	....	....	
3	Adler, Cecelia	95	94	5	....	....	....	
6	Brazier, Emma	94	93	....	6	....	....	
..	Beyea, Julia	...	41	1	46	....	....	Dis. June 19, 1880
..	Boese, Fanny	...	39	3	11	....	....	Dis. April 16, 1880
23	Bussing, Mary	81	94	2	3	....	....	
12	Brockway, Hattie	88	94	5	..	....	....	
9	Brandes, Henrietta	90	98	1	....	....	....	
5	Charles, Emily	94	97	1	1	....	....	
..	Dikeman, Hattie	....	1	1	4	....	....	Dis. Feb. 8, 1880
4	Deming, Adele	95	98	1	....	....	....	
35	Frey, Annie	76	95	4	....	....	....	
11	Graham, Carrie	88	88	10	1	....	....	
19	Hamilton, Emma	84	94	5	....	....	....	
31	Hawley Annie	77	99	....	....	....	....	
7	Henry, Clara	93	98	1	....	....	....	
20	Herrick, Hannah	83	99	....	....	....	....	
..	Howell, Maggie	....	72	4	2	....	....	Dis. May 28, 1880
41	Haw, Jessie	72	95	3	1	....	..	
18	Hughes, Nettie	84	96	2	1	..	....	
29	Kerr, Sadie	78	93	1	5	....	....	
..	Keen, Laura	....	28	2	4	....	1	Dis. Mch. 17, 1880
17	Kennedy, Kate	84	89	9	1	....	....	
15	Lanigan, Julia	86	98	1	....	....	....	
24	McArthur, Susan	81	95	4	....	....	....	
..	Merchant, Jennie	...	70	8	....	....	....	Dis. May 28, 1880
34	McCarthy, Lizzie	77	88	11	....	....	1	
38	Morrow, Lizzie	75	94	5	....	....	....	
2	Merington, Ethel	95	99	....	....	....	....	
32	Morse, Cecelia	77	91	7	1	....	....	
37	Macauley, Ida	74⅝	97	2	....	....	....	
10	McDonald, Sarah	89	98	1	....	....	....	
26	Price, Kittie	79	69	26	4	....	....	
14	Price, Julia	87	98	....	1	....	....	
40	Paret, Gussie	72	90	9	....	....	....	
1	Platt, Jennie	98	98	1	....	....	....	
33	Quick, Edith	77	95	2	2	....	....	
..	Ryer, Kate	....	36	4	29	1	....	Dis. May 18, 1880
27	Reinhardt, Louise	79	96	3	....	....	....	
30	Shepard, Lillie	77	97	2	....	....	....	
25	Seixas, Isabella	80	97	1	1	....	....	
28	Seabold, Lottie	78	93	6	..	1	....	

C. F. (*Continued.*)

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss McDonough.
21	Thompson, Jennie	82	98	1	....	....	....	
..	Thurston, Jennie	....	58	1	3	....	....	Dis. May 11, 1880
42	Thurston, Minnie	62	88	7	4	....	....	
8	Underhill, Helen	92	92	3	4	....	....	
39	Van Roden, Kate	74⅜	97	1	1	....	....	
12	Westley, Nettie	88	85	4	....	....	....	
16	Wilson, Maggie	85	99	..	....	....	....	

D. F.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Friend.
10	Adams, Minnie	91	99	....	....	....	....	
6	Breakell, Sussie	92	97	2	....	....	....	
18	Blair, Jennie	88	99	...	....	....	....	
14	Carpenter, Nellie	89	98	1	....	1	....	
7	Clarey, Mary	91	97	2	....	1	....	
43	Creedin, Annie	71	92	7	....	....	1	
13	Devlin, Sarah	89	97	2	....	....	....	
21	Damrosch, Marie	86	98	1	....	....	....	
25	Eastwood, Margaret	85	98	1	...	1	....	
34	Frank, Hannah	81	98	1	....	....	1	
20	Fisher, Minnie	87	90	9	....	....	....	
1	Gaskin, Helena	99	98	1	....	..	....	
17	Howe, Julia	88	93	6	....	2	....	
31	Hamlin, Fanny	82	90	9	....	....	1	
29	Hamlin, Kate	84	72	25	2	....	....	
37	Harvey, Bessie	79	99	....	....	....	....	
...	Haas, Minnie	....	54	20	25	....	1	
18	Higgins, Bessie	88	98	1	....	....	....	
4	Knapp, Belle	94	96	3	...	....	....	
30	Killeen, Mary	83	99	....	....	....	....	
44	Lynch, Annie	63	97	1	1	....	....	
24	Law, Jessie	85	95	4	....	....	....	
11	Leo, Johanna	90	99	....	....	....	....	
16	Merrill, Edna	89	98	1	....	....	....	
28	McAllister, Emily	84	95	4	....	....	1	
5	Miller, Sophie	92	99	....	....	....	....	
8	Middleton, Virginia	91	99	....	....	....	....	
22	O'Neil, Teresa	85	99	....	....	....	....	
15	Prattie, Virgilia	89	98	1	....	....	1	
12	Pokorney, Pauline	90	96	2	1	....	1	
2	Reed, Abby	95	98	1	....	....	....	
42	Ross, Kate	71	97	2	....	....	....	
27	Rockwell, Kate	84	98	1	....	....	....	
40	Ryerson, Ione	75	96	3	....	....	1	
38	Schoolmaster, Nettie	78	95	4	....	....	1	
35	Schultze, Emma	81	98	1	....	....	....	
26	Shoemaker, Mary	85	98	1	....	....	....	
...	Smith, Rebecca	....	...	....	11	....	....	Dis. Feb. 16, 1880
9	Scheuer, Bianca	91	86	4	9	....	....	
2	Stansbury, Mary B.	95	98	1	....	....	....	
...	Thornton, Lillie	....	18	....	....	....	....	Dis. Mar. 2, 1880
...	Van Cauteren, Charlotte	....	55	....	....	....	....	" May 10, 1880

D. F.—(*Continued.*)

Class Standing.	NAMES.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Days Late Excused.	No. Days Late Unexcused.	MISS FRIEND.
36	Waite, Emma	80	97	2	....	....	....	
32	Weinheimer, Annie	81	97	1	....	....	....	
41	Welch, Maggie	74	98	1	....	1	....	
39	Westendorf, Belle	77	96	3	....	....	....	
22	Webster, Mary E	85	99	....	....	....	..	
33	Wilsey, Nellie	81	95	4	....	....	....	
28	Wise, Emma	84	98	1	....	....	...	
...	Whitney, Lelia	....	....	....	25	....	....	Dis. Mch. 8, 1880

E. F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Davis.
1	Amer, Lizzie	97	99					
15	Becker, Ada	84	97	2				
20	Bisland, Caroline	82	99					
34	Brandt, Caroline	75	98	1				
44	Caffrey, Juliet	69	92	6	1			
45	Clifford, Mary	65	91	7	1			
11	Condon, Catherine	9	97	2				
30	Copp, Ida	78	93	5	1			
25	Crow, Mary	80	99					
14	Davies, Miriam	86	99					
13	Dennis, Isabella	87	99					
27	Dolan, Lillie	80	99					
47	Dotson, Lelia	62	98	1			1	
25	Duffey, Katie	80	94	5				
32	Dunn, Lizzie	76	99				1	
18	Ehrlich, Celia	82	97	1	1			
..	Espe, Grace		54	3	4			Dis. May 6, 1880.
38	Fairweather, Annie	73	94	5				
8	Fulton, Fannie	92	99					
7	Gamble, Gertrude	93	98	1				
46	Hallaran, Mary	63	98	1			1	
10	Handte, Emily	92	99					
34	Hayes, Maria	75	91	5	3			
36	Higgins, Katie	76	95	4				
19	Hubbs, Jessie	82	99					
2	Hulskamp, Helena	95	98	1				
6	Huntington, Mary	3	98	1				
43	Kelly, Isabella	71	96	2	1			
5	Klein, Milinca	94	99					
31	Law, Amelia	76	90	9				
28	Leyer, Bertha	79	98	1				
35	Lissner, Amelia	74	97	2				
3	McGill, Hannah	94	99					
42	Malone, Jennie	72	89	10				
29	Marshall, Ada	79	98	1				
37	Moloney, Kate	75	98	1		1	1	
40	Mowbray, Fannie	72	99					
17	McCann, Lizzie	83	95	2	2			
..	O'Callahan, Louise		96		3			
33	O'Neill, Marietta	7	99					
22	Ordenstein, Hattie	8	99					
22	Powers, Mary	81	94	5				
15	Regan, Mary	84	99					

E. F.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Davis.
39	Rogers, Emma.....	73	96	2	1	....	....	
21	Scott, Minnie.....	82	97	2	....	....	....	
4	Shay, Annie.....	94	96	3	....	....	....	
41	Stephenson, Mary.....	72	95	4	....	....	....	
12	Taylor, Mary.....	89	98	1	....	....	....	
24	Taylor, Jane.....	81	98	1	....	....	....	
8	Weinberg, Anna.....	92	98	1	....	....	....	

F. F.

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Ely
...	Bowen, Mary	....	68	2	8	1	...	Dis. May 28, 1880
32	Parrett, Mary	79	80	19	....	....	....	
8	Bartlett, Edith C	90	98	1	....	....	....	
19	Beattie, Mary E	85	96	....	3	....	....	
13	Brown, Lucy	86	91	8	...	....	....	
22	Bruen, Bertha	84	98	....	1	....	....	
29	Burnett, Eliz. C	81	95	4	....	....	....	
25	Canfield, Susie A	83	88	11	....	.	....	
5	Cameron, Annie	94	98	1	....	....	..	
28	Cook Mary E	82	99	....	....	....	....	
4	Coles, N Ilie	94	98	....	1	....	....	
18	Crawford, Eliz. J	85	98	....	1	....	....	
14	Crowther, Josephine	86	99	1	....	..	....	
...	Curran, Sarah	....	39	....	....	....	....	Dis. Mch. 29, 1880
...	Donegan, Kate	....	91	8	....	....	....	Dis. Feb. 13, 1880
33	Feltz, Essie P	78	97	1	1	...	....	
2	Foster, Frances N	95	86	10	3	1	....	
11	Friet, Matilda M	88	98	1	....	....	...	
16	Gage, Sarah A	86	95	4	....	..	....	
19	Grawzen, Rebecca	85	85	5	5	....	....	
42	Howland, Stella	71	85	10	4	...	...	
30	Harkness, Martha	81	98	1	....	....	....	
14	Harris, Pauline	86	97	2	....	....	....	
24	Hixon, Kate B	84	96	3	....	....	....	
40	Irving, Elizabeth S	74	95	1	3	....	....	
9	Kay, Mtilda	89	99	....	...	...	....	
23	Kirk, Mary	84	98	1	....	....	....	
21	Limbeck, Mary	85	95	4	....	...	....	
1	Matson, Eva F	95	98	1	....	....	....	
12	McCraith, Amelia	87	91	4	4	....	....	
.	Moore, Alice E	....	97	....	2	....	....	
38	Ottman, Georgiana	75	90	6	3	....	....	
27	Rooney, Elizabeth	83	91	6	2	....	....	
31	Rae, Elizabeth A	79	96	1	2	....	....	
37	Robertson Martha	76	93	2	4	...	....	
43	Root, Jennie L	69	93	6	....	....	....	
...	Samson, Mamie L	....	40	5	3	..	....	Dis. Apr. 8, 1880
35	Sachs, Anna	76	97	2	....	....	....	
34	Scallon, Kittie E	77	96	2	1	....	....	
3	Sarles, Alice	94	98	....	....	....	....	
41	Seaman, Minnie	73	78	11	10	....	....	
44	Smith, Teresa S	65	92	7	....	....	....	
26	Stevens, Agnes	83	85	14	.	....	....	

F. F.—(*Continued.*)

Class Standing.	Name.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Ely.
39	Stevens, Julia O.....	74⅔	82	17	....	....	....	
10	Swan, Jennie	89	97	2	....	....	...	
17	Voorhees, Emma L.....	86	99	....	....	..	....	
35	Washburn, Mary E.....	93	95	4	....	....	....	
6	Waldo, Virginia.....	76	92	7	....	....	....	
7	Wilson, Sarah.	91	96	8	....	....	....	

A. G.

Class Standing.	Times.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Constantini.
3	Abbey, Gertrude H.	95	97	2	....	....	....	
35	Austin, Jennie.	78	99	....	....	....	....	
11	Adler, Amelia.	86	96	3	....	....	....	
11	Attinelli, Mary L.	86	97	2	...	....	1	
33	Bergemeister, Grace.	79	99	....	....	....	....	
1	Bayles, Martha B.	96	98	1	....	....	....	
30	Boyle, Mary.	81	97	2	....	....	....	
22	Brinkerhoff, Cecelia.	84	99	....	....	1	....	
46	Baldwin, Lillie	65	91	8	....	....	....	
...	Cavanagh, Catherine	....	....	....	23	....	....	Dis. Mch. 6, 1880.
28	Collins, Frances	82	96	3	....	....	....	
...	Coyne, Elizabeth.	....	1	....	41	....	....	Dis. April 6, 1880
6	Clarke, Jessie J.	88	99	....	....	....	....	
45	Cook, Ida.	68	96	3	....	....	....	
39	Cherry, Frances.	75	96	3	....	....	....	
40	Collard, Mabel.	73	99	....	....	....	....	
4	Clevenger, Hattie.	91	99	....	....	....	....	
...	Decker Amanda.	....	....	....	62	....	....	Dis. May 6, 1880.
43	Erwin, Helen.	....	91	7	1	....	....	Dis. June 25, 1880.
18	Frommel, Carrie.	85	99	....	....	....	....	
45	Finn, Mamie.	64	89	9	1	....	....	
31	Friedman, Henrietta.	80	98	1	....	....	....	
14	Friend, Minnie.	86	98	1	....	....	....	
2	Fezandie, Jennie	95	99	....	....	....	....	
15	Godfrey, Kate.	85	98	1	....	....	....	
36	Hoagland, Ida.	78	98	1	....	....	....	
26	Hickok, Louisa.	83	99	....	....	....	....	
32	Hesson, Ida L.	80	96	3	....	....	....	
36	Jaretzky, Minnie.	78	98	1	....	....	....	
...	Kornfeld, Ottilia.	....	21	13	....	....	....	Dis. Mch. 23, 1880.
16	Keller, Carrie	85	97	2	....	....	....	
27	Klinger, Louisa.	83	94	5	....	....	....	
9	Kearns, Carrie.	88	98	1	....	....	....	
20	Lydon, Maggie.	85	99	....	....	....	....	
41	McGregor, Annie.	72	98	1	....	....	....	
...	Mook, Addie.	....	....	....	18	....	....	Dis. Feb. 24, 1880.
...	Moxham Theresa.	....	86	7	6	....	....	Dis. June 25, 1880.
17	Nutall, Nellie.	85	95	3	1		....	
7	Phillips, Maggie.	88	95	4	....	....	....	
44	Roahr, Belle	69	94	5	...	....	....	
...	Samter, Carrie.	....	....	....	18	....	....	Dis. Feb. 24, 1880.
34	Steinberg, Ella.	79	91	7	1	1	....	
38	Shea, Mary.	77	94	5	....	....	....	
20	Schlussel, Sarah.	85	96	3	....	....	....	

A. G.

Class Standing.	Names.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Constantini.
24	Silverthau, Ida	84	98	1	....	....	....	
5	Sherman, Augusta	91	99	...	...	...	...	
10	Smith, Mabel	87	97	2	....	....	..	
13	Smith, Annie	86	97	2	....	....	....	
23	Stern, Miriam	84	99	....	....	....	....	
25	Smedley, Lucy	84	99		....	...	...	
8	Vance, Margaret	88	96	3	....	....	..	
...	Van Orden, Jennie	...	18		22	...	.....	Dis. April 2, 1880.
42	Wetherell, Ada	72	97	2	...	2	....	
29	Wartzfelder, Rosalia	81	94	5	....	....	....	
18	Waldeyer, Clara	85	99		....	....	....	

A. G.

Class Standing.	Times.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Constantini.
3	Abbey, Gertrude H.	95	97	2				
35	Austin, Jennie	78	99					
11	Adler, Amelia	86	96	3				
11	Attinelli, Mary L	86	97	2			1	
33	Bergemeister Grace	79	99					
1	Bayles, Martha B.	96	98	1				
30	Boyle, Mary	81	97	2				
22	Brinkerhoff, Cecelia	84	99			1		
46	Baldwin, Lillie	65	91	8				
...	Cavanagh, Catherine				23			Dis. Mch. 6, 1880.
28	Collins, Frances	82	96	3				
...	Coyne, Elizabeth		1		41			Dis. April 6, 1880
6	Clarke, Jessie J.	88	99					
45	Cook, Ida	68	96	3				
39	Cherry, Frances	75	96	3				
40	Collard, Mabel	73	99					
4	Clevenger, Hattie	91	99					
...	Decker, Amanda				62			Dis. May 6, 1880.
43	Erwin, Helen		91	7	1			Dis. June 25, 1880.
18	Frommel, Carrie	85	99					
45	Finn, Mamie	64	89	9	1			
31	Friedman, Henrietta	80	98	1				
14	Friend, Minnie	86	98	1				
2	Fezandie, Jennie	95	99					
15	Godfrey, Kate	85	98	1				
36	Hoagland, Ida	78	98	1				
26	Hickok, Louisa	83	99					
32	Hesson, Ida L.	80	96	3				
36	Jaretzky, Minnie	78	98	1				
...	Kornfeld, Ottilia		21	13				Dis. Mch. 23, 1880.
16	Keller Carri	85	97	2				
27	Klinger Louisa	83	94	5				
9	Kearns, Carrie	88	98	1				
20	Lydon, Maggie	85	99					
41	McGregor, Annie	72	98	1				
...	Mook, Addie				18			Dis. Feb. 24, 1880.
...	Moxham, Theresa		86	7	6			Dis. June 25, 1880.
17	Nutall, Nellie	85	95	3	1			
7	Phillips, Maggie	88	95	4				
44	Roahr, Belle	69	94	5				
...	Samter Carrie				18			Dis. Feb. 24, 1880.
34	Steinberg Ella	79	91	7	1	1		
38	Shea, Mary	77	94	5				
20	Schlussel, Sarah	85	96	3				

A. G.

Class Standing.	Names.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Constantini.
24	Silverthau, Ida	84	98	1	....	....	....	
5	Sherman, Augusta	91	99	...	....	....	....	
10	Smith, Mabel	87	97	2	....	....	....	
13	Smith, Annie	86	97	2	....	....	....	
23	Stern, Miriam	84	99	....	....	....	....	
25	Smedley, Lucy	84	99		....	....	....	
8	Vance, Margaret	88	96	3	....	....	....	
...	Van Orden, Jennie	...	18		22	....	....	Dis. April 2, 1880.
42	Wetherell, Ada	72	97	2	...	2	....	
29	Wartzfelder, Rosalia	81	94	5	....	....	....	
18	Waldeyer, Clara	85	99		....	....	....	

B. G.

Class Standing.	Names.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Conant.
25	Adie, Annie	81	97	2	....	....	....	
35	Archbold, Lucy	70	96	3	....	....	....	
..	Auerbach, Amanda	..	12	4	....	1	....	Dis. Feb. 25, 1880.
8	Bates, Anna	90	92	4	3	....	....	
..	Bennett, Lizzie	....	33	5	17	....	....	Dis. Ap. 21, 1880.
35	Byrne, Kate	70	61	38	....	....	....	
32	Castellanos, Angelita	73	94	5	....	....	....	
18	Cochrane, Lizzie	84	98	1	....	....	...	
34	Cody, Mary	71	97	2	....	....	....	
..	Cuddy, Mary E	...	57	4	2	....	....	Dis. May 10, 1880.
37	Dunkirk, Rena	69	95	3	1	....	....	
22	Donovan Ellen	82	89	10	....	....	....	
35	Finley Bella	70	98	1	....	....	....	
28	Finegan, Emily	78	98	1	....	....	....	
..	Fischer, Antonia	....	41	8	20	..	....	Dis. May 18, 1880.
6	Flashner, Rosa	91	97	2	....	....	....	
20	Frawley, Mary	83	99	....	....	....	..	
..	Gensler, Rachel	....	73	3	2	....	....	
11	Gillespie, Annie	89	67	31	1	43	....	
30	Greve, Carrie	74⅞	96	3	...	....	....	
8	Hayes, Katie	90	99	....	....	....	....	
..	Higgins, Louisa A	...	51	7	1	....	....	Dis. May 14, 1880.
15	Hunter Emma J	86	93	6	....	....	....	
4	Ikelheimer, Ida	94	97	2	....	....	....	
4	Jaret, Elizabeth	94	99	....	....	....	....	
27	Joyce, Lillie	80	94	5	....	....	....	
28	Kantrowitz, Esther E	79	94	5	....	....	....	
15	Keenan, Eliza A	86	99	....	....	...	..	
19	Kirkham, Lulu	84	99	....	....	....	....	
13	Lavendol, Esther	87	98	....	....	....	....	
22	Leveine, Helene	82	96	3	....	..	....	
8	Loeb, Ida	90	97	...	....	..	....	
13	Lodge, Lily	87	98	....	....	....	....	
1	Mayer, Annie S	96	95	4	....	....	1	
2	Miller, Martha	95	99	....	....	....	....	
9	Mayer, Rosa	76	98	1	....	....	....	
7	McGuire, Belle	91	99	....	....	....	..	
29	Meader, Anna	75	99	....	....	....	....	
20	Meehan, Mary	83	72	27	....	....	....	
..	Newman, Minnie	....	91	6	....	....	....	
2	Oppenheim, Alice	95	99	....	....	....	....	
33	Pettit, Carrie	72	98	1	....	....	....	
25	Renn, Mary A	81	79	2	....	....	....	

B. G.

Class Standing.	NAMES.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused	MISS CONANT.
..	Richards, Kate.....	....	74	1	24	...	....	
22	Robb, Maggie..... ..	82	98	1	...	....	....	
..	Smiles, Jessie..... .	....	57	4	38	....	....	
..	Stiehl, Ida.....	....	33	10	14	...	.....	Dis. Ap. 28, 1880.
30	Walker, Hattie M.....	74⅜	90	9	...	....	....	
25	Wallace, Kate..	81	89	9	1	....	....	
15	Woolley, Clara	86	96	3	....	....	..	

C. G.

Class Standing.	Names.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Ebecke.
16	Adams, Sarah	89	96	3	....	....	....	
15	Ahrens, Celia	87	94	5	....	....	....	
26	Armstrong, Mary	83	97	2	....	....	....	
27	Baird, Sophie	83	99	....	....	....	....	
4	Bostock, Edith	96	95	4	....	....	....	
22	Burnett, Lizzie	84	99	....	....	....	....	
20	Callahan, Margaret	86	99	....	....	....	....	
..	Cherry, Catherine	....	50	9	....	....	....	Dis. May 4, 1880.
..	Collignon, Anna		2	1	....	....	....	Dis. Feb. 5, 1880.
42	Chatoney, Catherine	74	97	2	....	....	....	
33	Clancy, Catherine	80	94	5	....	....	....	
34	Denicke, Ernestine	80	98	1	....	....	....	
11	Derrick, Jenny	89	99	.	....	....	....	
10	Dolan, Addie	90	99	.	....	....	....	
28	Drumgold, Augusta	83	98	.	....	....	....	
30	Gregory, Sarah	81	96	3	....	....	....	
31	Govers, Essie	81	93	6	....	....	....	
1	Helmuth, Louise	99	98	.	....	....	....	
13	Hall, Sadie	89	99	.	....	....	....	
14	Ingalls, Catherine	89	97	2	....	....	2	
19	Kenney, Jessie	87	97	2	....	....	....	
..	Kroger, Emilie		48	7	3	....	....	Dis. May 17, 1880.
2	Knox, Mary	96	99	.	....	....	....	
36	Morris, Frances E	80	95	4	....	....	.	
9	Mehl, Louise	90	99	....	....	....	....	
32	Millar, Regina	81	98		....	....	....	
8	McGrath, Margaret	92	98		....	....	....	
28	Mahoney, Annie	8	99		....	....	....	
39	McArdle, Margaret	77	94	5	....	....	....	
3	Nathan, Rose	96	97	2	....	....	....	
7	Northrop, Linda	92	98		....	....	....	
43	Place, Lucinda	74	96	3	....	....	....	
45	Quinn, Theresa	70	94	5	....	....	....	
23	Quanz, Annette	84	97	2	....	....	....	
18	Ready, Catherine	87	97	2	.	....	....	
40	Ryerson, Minnie	77	97	2	.	....	....	
21	Robinson, Hannah	85	93	6	.	....	....	
35	Reilly, Rose	80	98		.		....	
25	Seymour, Annie	84	95	4	.		...	
29	Stanhope, Emma	83	90	9	.		....	
17	Shea, Mary E	87	95	4	.		...	
..	Sinclair, Rose	....	30		4		....	Dis. Mch. 22, 1880.
..	Stern, Eugenia	....	6		5		....	Dis. Feb. 20, 1880.

C. G.—(*Continued.*)

Class Standing.	Names.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Ebecke.
12	Salinger, Estelle.....	89	98	1	....	....	....	
37	Sperling, Sophie.....	79	97	2	....	....	....	
5	Schweizer, Virginia.....	95	99	....	....	....	....	
44	Stransky, Bertha.....	72	97	2	....	....	....	
41	Thompson, Elizabeth A..	76	99	....	....	....	....	
38	Wilson, Margaret.....	78	98	1	....	....	....	
6	Wight, Esther.....	95	9	....	....	....	....	

D. G.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Beckwith.
26	Appleton, Jane	81	99	....	....	....	....	
34	Baldwin, Frances C	76	95	2	2	1	1	
10	Brown, Lillian J	88	99	....	....	....	....	
29	Byrnes, Annie V	78	93	5	1	....	....	
27	Carl, Katie J	80	99	....	....	....	....	
25	Condon, Kate A	81	98	1	....	1	....	
20	Corey, Margaret I	82	98	1	....	....	....	
7	Cowen, Hattie	89	98	1	..	....	....	
30	Cullivan, Annie E	78	98	1	....	....	....	
9	Daly, Rebecca H	88	95	4	....	....	....	
42	Deeves, Eliza J	68	92	7	....	....	....	
24	Dinklespiel, Rebecca	81	94	5	....	1	....	
4	Dodds, Josephine	91	97	2	....	....	....	
39	Euste, Matilda H	72	93	6	....	....	....	
..	Ferguson, Jennie A	....	55	15	1	....	....	Dis. May 19, 1880.
12	Fredericks, Charlotte	87	99	...	....	....	....	
33	Grant, Jean C	76	89	9	1	....	....	
32	Harrington, Mary T	77	99	....	....	....	...	
14	Haynes, Carrie B	85	89	10	....	....	....	
16	Healey, Mary E	84	95	4	....	....	1	
..	Held, Henrietta	....	42	12	....	....	....	Dis. April 20,1880
12	Hibbard, Sophie M	87	98	1	....	....	....	
28	Hiscox, Annie F	79	92	6	1	....	....	
22	Hyman, Sarah	82	97	2	....	....	....	
19	Keefer, Doris A	83	99	....	....	....	....	
5	Landon, Rosa	90	80	19	....	....	....	
36	Langhams, Annie E	74	98	1	....	....	....	
43	Lindberg, Hannah	66	97	2	....	....	....	
3	McCabe, Mary A	94	99	....	....	....	....	
35	McGowan, Eliza G	75	90	8	1	....	....	
40	McMulkin, M. Isabel	71	99	..	....	....	....	
37	Meiers, Flora	73	99	....	....	....	....	
17	Meredith, Hester A	84	99	....	....	....	....	
2	Mosbach, Elizabeth R	98	93	4	....	....	....	
21	Newkirk, Fannie B	82	93	6	....	....	....	
44	O'Keeffe, Julia I	66	97	2	....	....	1	
..	Owens, Elizabeth A	....	53	9	24	....	....	Dis. June 4, 1880.
41	Peacock, Angela M	70	97	2	....	....	....	
31	Rierdon, Katie A	77	99	....	....	....	....	
1	Sauer Mathilde E	99	98	1	....	....	....	
8	Schlott, Emma L	89	99	....	....	....	....	
15	Snook, Anna	85	97	1	1	....	....	
45	Sparks, Clara L	65	87	12	....	....	....	

D. G.—(*Continued.*)

Class Standing.	NAMES.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late. Excused.	No. Times Late Unexcused.	MISS BECKWITH.
46	Spingarn, Mary.....	64	95		1	..	....	Dis. June 25, 1880.
38	Spingarn, Rose.....	73	95	2	....	..		" " "
11	Stewart, Minnie S.....	87	94	5	....	..		
6	Tag, Anna	89	99	..	....	..		
18	Twamley, Olive J.....	83	87	10	2	..	1	
23	Wiegendorf, Helena.....	82	97	..	....	..		Dis. June 25, 1880.
..	Zimmerman, Lena M	....	....	..	3	..		Dis. Feb. 5, 1880.

A 1st.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Merington.
..	Armstrong, Anna B.....	....	86	2	11		....	Dis. June 17, 1880.
9	Bangs, Louisa A.....	83	85	7	7		...	
3	Bell, Minnie E.....	83	86	13	....	1	....	
..	Bellis, Ida.....	....	80	14	5	....	....	Dis. June 17, 1880.
..	Brogan, Katie.....	....	1	4	42	....	....	" Apr. 3, 1880.
..	Brown, Adele.....	....	9	8	38	...	....	" Apr. 20, 1880.
..	Buckley, Mary.....	...	3	....	.....	....	...	" Feb. 3, 1880.
20	Creed, Loretta.....	70	88	6	5		....	" June 25, 1880.
14	Cunningham, Annie.....	78	95	4	....		....	
5	DeFreece, Essie	84	96	3	....		....	
..	Donan, Florence.....	....	29	1	18		....	Dis. Apr. 12, 1880.
..	Dimond, Annie A	...		2	...		....	" Feb. 2, 1880.
8	Douglas, Lillie.....	83	98	1	...		...	
..	Edwards, Katie.....	....		....	54		...	Dis. Apr. 19, 1880.
..	Ellis, Emma.....	....	42	5	4		....	" Apr. 15, 1880.
..	Fibel, Florence	....		....	24		....	" M'ch 6, 1880.
12	Foster, Florence.....	81	81	18	....		....	
..	Harper, Mary B.....	....		....	24		....	Dis. M'ch 6, 1880.
19	Hogan, Mary.....	73	9	8	.....	....	....	
..	Hennessy, Mary.....	....		....	34	.	....	Dis. M'ch 15, 1880.
..	Iglestrom, Janet.....	....	1	....	38	.	....	" Apr. 1 1880.
7	Klennan, Annie.....	83	88	4	7	.	....	
11	Larrabee, Nellie.....	81	73	26	....	.	....	
..	Lamsha, Joanna.....	....		....	2	.	....	Dis. Feb. 3, 1880.
1	Lynch, Mary.....	93	8	1	....	.	1	
..	Morris, Marion	....	47	9	17	.	....	Dis. May 24, 1880.
..	McGuire, Emily...	....	6	1	2	.	.	" Feb. 13, 1880.
6	McGuire Margaret	84	97	2	....	.	.	
18	Murray, Julia I.....	74	94	5	....	.	.	Dis. June 14, 1880.
24	Murphy, Ellen.....	68	99	....	....	.	1	" June 17, 1880.
4	Riker, Alice E.....	82	99	....	....	.	.	
10	Selkreg. Hattie.....	82	98	1	....	.	.	
2	Simpson, Edith.....	86	95	3	1	.	.	
22	Toner, Teresa.....	78	96	3	...	.	.	
15	Thompson, Annie.....	78	98	1	....	.	.	
13	Wade, Georgiana C.....	80	99	....	....	.	.	
..	Wood, Emily.....	....	9	7	3	.	.	... Dis. M'ch 15, 1880.
21	Waters, Mary E.....	70	98	1	....	.	.	.... " June 25, 1880.
23	Walker, Annie T.....	68	96	1	2	.	.	... " June 17, 1880.
17	Youngs, Sarah R.....	77	94	5		..	.	....
16	Thistle, Mary.....	77	97	1			.	....

B 1.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Madam Diaz.
2	Betker, Flora	87	99	....	....	....	....	
3	Brown, Sidney	86	99	...	....	....	1	
18	Brinkerhoff, Etta	74⅝	75	19	5	....	....	
14	Collins, Sarah	79	95	3	1	....	....	
22	Cunningham, Lizzie	71	90	9	....	....	....	
17	Denmead, Mary E	75	83	15	1	....	....	
10	De Largay, Mary	81	97	2	....	....	....	
7	Dermody, Mary	83	93	3	3	....	....	
13	Eustace, Belle	80	96	3	....	....	....	
5	Finn, Lillie	84	98	....	1	1	....	
..	Glenton, Mary V	...	16	3	....	....	....	Dis. M'ch 8, 1880.
..	Farley, Lavinia	...	....	....	2	....	....	Dis. Feb. 4, 1880.
16	Hughes, Mary F	78	91	8	....	....	....	
1	Johnston, Kittie L	88	98	1	....	....	2	
8	Kenny, Eliza	83	94	4	1	....	....	
12	Longstreet, Irene	80	97	1	1	....	....	
10	Knapp, Ella	80	82	10	7	....	....	
4	Maguire, Mary	85	69	29	1	....	1	
..	Meyers, Nellie	72	99	....	....	....	....	
..	Mellville, Marguerite	....	32	8	12	....	....	Dis. Ap'l 16, 1880.
6	McIntosh, Katie	84	99	....	....	....	....	
..	Murphy, Hannah	....	47	8	4	....	....	Dis. May 5, 1880.
20	O'Connor, Deborah	73	97	2	....	....	3	
..	Osborne, Addie	....	....	21	....	....	....	Dis. M'ch 4, 1880.
9	Patterson, Isabella	82	99	....	....	....	....	
19	Powell, Ida I	74	87	12	....	....	....	
23	Simms, Etta	63	94	15	....	....	....	
..	Saunders, Mamie	....	1	....	3	....	....	Dis. Feb. 6, 1880.
15	Rooney, Emma	79	76	18	5	....	....	
..	Whitney, Annie	....	28	2	1	....	....	Dis. M'ch 17, 1880.

C 1.

Class Standing.	Names.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Reynolds.
32	Bradley, Eliza	65	96	2	1			
2	Beattie, Nellie	89	98		1			
..	Brutscher, Catherine		46	2				Dis. May 4, 1880.
..	Burgameister Emma		11		2			" Feb. 20, 1880.
..	Chevalier, Susie		78	21	1		1	
19	Davidson, Emma	78	97	1	1			
29	Dowling, Mary	73	85	2	12		1	
26	Doyle, Sarah	73	93	1	5			
15	Fischer, Mary	81	80	13	15			
..	Feore, Katie				5			Dis. Feb. 6, 1880.
22	Garside, Margaret	79	97	2				
7	Geer, Clementine	84	92	6	1			
10	Greene, Ella	82	73	21	16			
24	Hassett, Lizzie	74	97	2		1	14	
..	Hoag, Emma		25	3	2			Dis. Mch. 15, 1880.
31	Hunter, Fannie	67	99					
11	Henderson, Katie	82	97	1	1			
..	Kelly, Nellie		8	1	2			Dis. Feb. 16, 1880.
..	Kirk, Minnie		27	3	11			" Mch. 29, 1880.
25	Leahy, Mary	74	97		2			
..	Lyons, Emma		99					
..	Lechtbaler, Mary		2		1			Dis. Feb. 4, 1880.
18	Libman, Eliza	79	93	5	2			
..	McDonald, Rose				23			Dis. Mch. 6, 1880.
4	Moore, Mattie	85	98		1		1	
5	Murphy, Margaret	84	93	5	1	2	2	
16	McCarthy, Johanna	81	94		5	1	9	
..	Mammel, Emma		10	4	8			Dis. Mch. 6, 1880.
1	O'Bierne, Julia	89	97		2			
21	Ogle, Mary	77	93	2	5			
26	Potter, Clara	78	97		1		1	
..	Palmer, Ella		89	7	3			
6	Radley, Emily	84	98		1			
..	Rhoades, Hattie		41					Dis. April 2, 1880.
12	Roy, Mary	82	96		3			
33	Regain, Etta	59	96	2	1			
30	Rush, Margaret	71	91	3	5			
..	Smith, Florence		84	7				Dis. May 19, 1880.
..	Snyder, Susie				23			" Mch. 6, 1880.
23	Theurkauf, Nellie	76	88	9	2		3	
3	Thomas, Harriet	87	97	2				
17	Thompson, Celia	79	97	2				
13	Taylor, Jeannette	82	98	1				

C 1.—(*Continued.*)

Class Standing.	NAMES.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	MISS REYNOLDS.
..	Todd, Rebecca	....	52	5	....	....	....	Dis. May 3, 1880.
9	Troitzsch, Ida	82	92	7	....	....	....	
..	Travis, Alice	....	19	....	....	....	....	Dis. Mch. 6, 1880.
..	Valk, Esther	...	62	9	7	....	....	
..	Vought, Maria	....	73	3	2	1	...	
20	Vanderbourgh, Martha	77	92	7	....	....	...	
29	Waldron, Sarah	71	92	6	1	....	....	
14	Waters, Isabel	81	98	1	....	....	....	
8	Ward, Julia	83	97	2	....	...	....	
..	Wolf, Nellie	....	60	3	1	...	....	Dis. May 7, 1880.

ADMISSIONS FROM PUBLIC SCHOOLS, SEPTEMBER, 1, 1881.

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
48	White, Annie H.	99⅞	68	Smith, Ida	93
53	Kuper, Florence	99	10	Dittviller, Adele L.	93
			65	Brice, Eva	93
63	Van Tine, Lilian S.	96⅞	56	Norman, Annie M.	93
39	Fuller, Ida R.	96	47	Keith, Jennie S.	93
T. D.	Lloyd, Hattie J.	96	47	Townsend, Rebecca L.	93
53	Henschel, Flora H.	96			
47	Keller, Eleanor J.	96	13	Eaton, Mary E.	92
69	Koessly, Anna H.	96	53	Horgan, Ellen B.	92
45	Van Wagenen, Kittie	96	T. D.	Moffett, Mary L.	92
45	Nordlinger, Martha	96	59	Schultz, Hannah	92
			69	Krauth, Pauline	92
69	Leslie Aggie W.	95	56	Keever, Martha	92
69	Knowlton, Libbie	95	47	Carter, Mary L.	92
56	Griffiths, Gertrude C.	95	68	Ferris, Helen	92
47	Tschuddy, Ludwina M.	95	53	Gans, Lilian B.	92
47	Thomas, Maud	95	59	Davis, Sarah R.	92
47	Hickinbottom, Annie E.	95	47	Crampton, Etta	92
69	Fielitz, Johanna P	95	T. D.	Freund, Stella	92
			18	Wolff, Esther	92
59	Hiler, Annie J.	94	34	Wilson, Margaret B.	92
47	Burt, Julia A	94	63	Smack, Sara J.	92
71	Ward, Annie L.	94	53	McBride, Mary F.	92
45	Swartz, Annie	94			
47	Williams, Addie D.	94	3	Wood, Nellie	91
47	Goldstein Bertha L.	94	47	Williams, Charlotte B.	91
59	Knox, Margaret	94	64	Lawrence, Isabelle	91
68	Beach, Grace B.	94	37	Owen, Mary	91
			59	Silverthau, Josephine R.	91
T. D.	Fransioli, Marguerite	93	48	Keller, Amelia G.	91
T. D.	Anderson, Lillian M.	93	22	Nassauer, Sarah	91
48	Patterson, Ida L.	93	45	Gilbert, Grace	91
47	Riedel, Louise	93	36	Weingarten, Frances	91
47	Ganson, Helen A	93	64	Melville, Amy E.	91
45	White, Mary S.	93	64	Niles, Susie C.	91
59	Raruc, Matilda R.	93	47	Breed, Mabel	91
63	Williams, Adelaide	93	T. D.	King, Florence L.	91
38	Stead, Alice	93	53	Madan, Lily E.	91
38	Leake, Hattie	93	51	Schneider, Louisa M.	91
22	Whatelley Jessie	93	69	Phelan, Marietta T.	91
18	Patterson, Grace	93	53	Crowley, Joanna M.	91
47	Neander Amalie	93	56	Schubert, Minnie J.	91
59	Bernheim, Sarah	93	59	Stern, Mary	91

* T. D.—Training Department of the Normal College.

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
45	Hill, Lulu K	91	56	McGie, Carrie	89
68	Fay, Ophie	91	18	Reno, Annie	89
3	Luchs, Hannah	91	71	Wiley, Julia S	89
37	Brandon, Flora E	91	47	Ames, Carrie H	89
41	Allen, Zena	91	3	Brown, Mamie C	89
53	Wallace, Amy	91	18	Wiedemann, Bemhardine	89
10	Gasdon, Julia M	91	39	Bowen, Mamie	89
40	Dreyfous, Gertrude	91	71	Busha, Irene M	89
47	Herts, A. Minnie	91	10	Doyle, Evelyn	89
			45	Mestra, Clemencia	89
48	Fletcher, Ella H	90	53	Lynch, Mary F	89
68	Jackson, Katie H	90	60	Seaman, Mariana	89
41	Hill, Belle	90	T. D.	Campman, Marie L	89
13	Bittner, Mamie	90	41	Hopper, Ella	89
39	DeShay, Kittie	90	69	Nordlinger, Ida	89
18	Hanauer, Hannah	90	59	Mansell, Adele	89
3 Col.	Peterson, Hattie A	90	33	Jelliff, Annie L	89
53	Zuckerman, Julia	90	45	Jacobus, Agnes	89
47	Smith, Annie E	90	47	Ashby, Florence A	89
47	Brehaut, Ella C	90	68	Gilroy, Mamie	89
65	Trainer, Annie L	90	T. D.	Stettheimer, Martha	89
45	Monroe, Maud	90	53	Goetze, Emma	89
68	Halpin, Mary	90	56	Moseman, Susie K	89
68	Townsend, May	90	45	Hubbel, Mamie L	89
47	Minner, Emily M	90	48	Hanna, May B	89
50	Weiler, Caroline	90	T. D.	Millspaugh, Mary E	89
59	Fegan, Annie	90	59	Sweeney, Ellen M	89
53	Bachr, Emma	90	59	Rich, Ida L	89
45	Lindsay, Margaret M	90	18	Wittschen, Julia	89
45	Engler, Julia E	90	3	Willard, Ida F	89
36	Neimeier, Minnie	90	45	Pendleton, Lucy A	89
47	Blum, Cecile	90	45	Chase, Louisa S	89
41	White, May S	90	45	Oberndorfer, Birdie	89
56	Feist, Annie E	90	47	Cochrane, Caroline M	89
45	Rankin, Jean E	90	53	Carrington, Harriet	89
3	Post, Lina	90	69	Condell, Kate	89
37	Cramer, Jennie S	90	59	Moynan, Fannie L	89
13	Ferris, Frances L	90	59	Anthony, Ella L	89
18	Metzger, Matilda	90	33	Wickes, Ella	89
56	Cole, Emma A	90			
53	Kent, Margaret E	90	45	Inglis, Hattie S	88
47	Donaldson, Minnie	90	60	Burns, Sophie	88
41	Serre, Clotilde	90	69	Mintz, Rachel	88
			41	Spear, Mamie	88
53	Hoffheimer, Lillie	89	59	Arnold, Blanche	88

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
45	Lehmaier, Flora	88	3	Woehling, Amelia	87
45	Mayer, Lillie	88	39	Stevenson, Mary J	87
69	Hogan, Nellie L	88	8	Davis, Julie	87
39	Rogers, Emma C	88	63	Horton, Saralyen	87
53	Graunatt, Grace E	88	14	Aaron, Esther D	87
69	Devoe, Mary P	88	2	McLean, Kate T	87
41	Niver, Emily	88	38	Diack, Mary	87
59	Lewis, Grace E	88	59	Hammond, Marion L	87
65	Harris, Kate B	88	59	Birnbaum, Emma H	87
48	Palmer, Jennie	88	69	McKinlay, Minnie L	87
18	Sampter, Jennie	88	33	Galbraith, Martha M	87
68	Hughes, Nellie	88	48	Archbold, Annie E	87
68	Combs, Mary A. W	88	T. D.	Goodsell, Elizabeth N	87
19	Thurn, Louisa	88	51	Warner, Charlotte E	87
47	Powell, Emma J	88	69	Williams, Nellie M	87
T. D.	Mack, Lottie	88	71	Adams, Mildred A	87
48	Barnard, Julia E	88	54	Boldtman, Frances F	87
59	McNamara, Theresa	88	18	Hartley, Ethelyn	87
59	King, Emma C	88			
33	Hughes, Harriet J	88	47	Long, Ninon C	86
28	Oerter, Emma E	88	17	Cameron, Mary E	86
47	Kip, Lily C	88	47	Wood, Sarah C	86
3	Pennington, Agnes	88	47	Baker, Ella E	86
T. D.	Hauser, Josephine	88	56	Jackson, Alice	86
38	Housley, Mary	88	69	Wetherbee, Charlotte W.	86
59	Landwehr, Mary	88	39	Holden, Alice M	86
64	Traphagan, Lizzie E	88	2	Sweeny, Bridget D	86
45	McWilliams, Mary	88	18	Brower, Lidie	86
25	Rodman, Susie A	88	22	Derx, Jessie	86
63	Cannon, Frances	88	69	Brummer, Ruth	86
27	Sowter, Maggie A	88	45	Burr, Helen V	86
4	Stratton, Bessie	88	17	Shannon, Mary	86
			56	Kennedy, Mary S	86
56	Springer, Florence	87	3	Fritch, Carrie	86
T. D.	Ullman, Selina	87	30	Gallagher, Annie	86
33	Yonker, Hannah	87	18	Rosenmeyer, Fannie	86
53	Ceil, Martha	87	45	Seligman, Carrie	86
22	Kenna, Annie	87	60	Brunge, Fannie H	86
45	Haslett, Essie	87	3	Archer, Jennie B	86
54	Jay, Lucy	87	59	Danton, Bianca	86
39	Fitzgerald, Mary S	87	48	Deviney, Annie C	86
59	Youngling, Kate	87	18	Stein, Theresa	86
47	Ulman, Helen E	87	68	Tremper, Florence	86
47	Winsor, Ada P	87	65	Curtiss Julie E	86
3	Allen, Clara	87	33	Wright, Isabella H	86

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
69	McGill, Helen D.....	86	59	Ordenstein, Pauline S...	85
45	Palmer, Edith.....	86	50	McCann, Benedicta.....	85
45	Whitlock, Bessie P.....	86	36	Orr, Mary E.....	85
45	Lewi, Carrie.....	86	68	O'Connor, Mary.....	85
47	Richards, Etta J.....	86	53	Askey, Emily F.....	85
47	Fisher, Ella A.....	86	30	Toner, Nellie.....	85
47	Frazer, Annie A.....	86	59	Hartley, Jennie.....	85
3	Wright, Maggie A.....	86	53	Chase, Henrietta.....	85
39	Lafetra, Effie.....	86	33	Carlisle, Josephine P....	85
48	De Vaine, Mary.....	86	45	Bernhard, Mabel.....	85
53	McCadden, Margaret E..	86			
34	Watts, Ella L.....	86	53	O'Callaghan, Mary A...	84
3	Taylor, Lizzie A.....	86	47	Leonard, Sara.....	84
2	Brophy, Emma V	86	18	Foy, Annie.....	84
68	Brinkerhoff, Fannie.....	86	20	Sondheim, Rosa	84
17	Gray, Jennie.....	86	49	Rosenfeld, Mary E.....	84
53	Buclair, Josephine F....	86	45	Graham, Lillian L	84
56	Moulin, Ida L.....	86	17	Vanderbilt, Ella M.....	84
3	Larabee, Olivia E.....	86	53	Wollstein, Rosalie.....	84
41	Seaman, Annie.....	86	47	Ireland, Florence M.....	84
41	Lafabreque, Elizabeth...	86	3	Crome, Mamie.....	84
68	Sheldon, Minnie B.....	86	4	Rosett, Jennie.....	84
33	Ogle, Frances E.....	86	41	Pyatt, Mamie.....	84
			49	Edington, Nellie A.....	84
45	Lloyd, Jennie E.....	85	53	Moore, Annie.....	84
19	Wilson, Katie	85	53	Allaire, Annie A.....	84
68	Lathrop, Carrie J.....	85	59	Heintz, Ida.....	84
41	Jones, Ella.....	85	49	Kubely, Florence.....	84
71	Rothschild, Tillie.....	85	8	Kleinert, Bella.....	84
56	Law, Katie	85	3	Bing, Carrie.....	84
33	Dingee, Ada F.....	85	3	Sinn, Marion L.....	84
45	Morrison, Helen A.....	85	41	Gleason, Kate.....	84
53	Harris, Henrietta.....	85	34	Lambrecht, Adeline.....	84
22	Heil, Emma.....	85	68	Weir, Ida F.....	84
53	White, Mary C.....	85	47	Rochow, Minnie H.....	84
59	Ruddell, Effie E.....	85	43	Seeley, Emma L.....	84
14	Mathews, Annie.....	85	41	Cullen, Mary.....	84
22	Rodman, Mary V.....	85	1	Danehy, Margaret.....	84
65	Buckhout, Maria.....	85	17	Poznanski, Annie.....	84
69	Staab, Sophie M.....	85	47	Stone, Stella N.....	84
53	Lowenstein, Janet.....	85	47	Talbot, Bessie	84
41	Crommelin, Millie.....	85	61	Dooley, Clara J.....	84
71	Peiser, Annie H	85	47	Mangels, Bertha.....	84
51	Mangin, Sarah J	85	3	Mulholland, Annie C...	84
60	Berte, Adelaide.....	85			
14	Cohn, Cecelia.....	85	53	Armstrong, Mary E....	83

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
45	Lehmaier, Flora	88	3	Woehling, Amelia	87
45	Mayer, Lillie	88	39	Stevenson, Mary J	87
69	Hogan, Nellie L	88	8	Davis, Julie	87
39	Rogers, Emma C	88	63	Horton, Saralyen	87
53	Grannatt, Grace E	88	14	Aaron, Esther D	87
69	Devoe, Mary P	88	2	McLean, Kate T	87
41	Niver, Emily	88	38	Diack, Mary	87
59	Lewis, Grace E	88	59	Hammond, Marion L	87
65	Harris, Kate B	88	59	Birnbaum, Emma H	87
48	Palmer, Jennie	88	63	McKinlay, Minnie L	87
18	Sampter, Jennie	88	33	Galbraith, Martha M	87
68	Hughes, Nellie	88	48	Archbold, Annie E	87
68	Combs, Mary A. W	88	T. D.	Goodsell, Elizabeth N	87
19	Thurn, Louisa	88	51	Warner, Charlotte E	87
47	Powell, Emma J	88	69	Williams, Nellie M	87
T. D.	Mack, Lottie	88	71	Adams, Mildred A	87
48	Barnard, Julia E	88	54	Boldtman, Frances F	87
59	McNamara, Theresa	88	18	Hartley, Ethelyn	87
59	King, Emma C	88			
33	Hughes, Harriet J	88	47	Long, Ninon C	86
28	Oerter, Emma E	88	17	Cameron, Mary E	86
47	Kip, Lily C	88	47	Wood, Sarah C	86
3	Pennington, Agnes	88	47	Baker, Ella E	86
T. D.	Hauser, Josephine	88	56	Jackson, Alice	86
38	Housley, Mary	88	69	Wetherbee, Charlotte W.	86
59	Landwehr, Mary	88	39	Holden, Alice M	86
64	Traphagan, Lizzie E	88	2	Sweeny, Bridget D	86
45	McWilliams, Mary	88	18	Brower, Lidie	86
25	Rodman, Susie A	88	22	Derx, Jessie	86
63	Cannon, Frances	88	69	Brummer, Ruth	86
27	Sowter, Maggie A	88	45	Burr, Helen V	86
4	Stratton, Bessie	88	17	Shannon, Mary	86
			56	Kennedy, Mary S	86
56	Springer, Florence	87	3	Fritch, Carrie	86
T. D.	Ullman, Selina	87	30	Gallagher, Annie	86
33	Yonker, Hannah	87	18	Rosenmeyer, Fannie	86
53	Ceil, Martha	87	45	Seligman, Carrie	86
22	Kenna, Annie	87	60	Brunge, Fannie H	86
45	Haslett, Essie	87	3	Archer, Jennie B	86
54	Jay, Lucy	87	59	Danton, Bianca	86
39	Fitzgerald, Mary S	87	48	Deviney, Annie C	86
59	Yourgling, Kate	87	18	Stein, Theresa	86
47	Ulman, Helen E	87	68	Tremper, Florence	86
47	Winsor, Ada P	87	65	Curtiss Julie E	86
3	Allen, Clara	87	33	Wright, Isabella H	86

No. of School.	MAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
69	McGill, Helen D.....	86	59	Ordenstein, Pauline S...	85
45	Palmer, Edith.....	86	50	McCann, Benedicta.....	85
45	Whitlock, Bessie P.....	86	36	Orr, Mary E.....	85
45	Lewi, Carrie...	86	68	O'Connor, Mary.....	85
47	Richards, Etta J.....	86	53	Askey, Emily F.....	85
47	Fisher, Ella A.....	86	30	Toner, Nellie.....	85
47	Frazer, Annie A.....	86	59	Hartley, Jennie..... ..	85
3	Wright, Maggie A.....	86	53	Chase, Henrietta.....	85
39	Lafetra, Effie.....	86	33	Carlisle, Josephine P....	85
48	De Vaine, Mary.....	86	45	Bernhard, Mabel.....	85
53	McCadden, Margaret E..	86			
34	Watts, Ella L.....	86	53	O'Callaghan, Mary A...	84
3	Taylor, Lizzie A.....	86	47	Leonard, Sara.....	84
2	Brophy, Emma V	86	18	Foy, Annie.....	84
68	Brinkerhoff, Fannie.....	86	20	Sondheim, Rosa	84
17	Gray, Jennie.....	86	49	Rosenfeld, Mary E.....	84
53	Buclair, Josephine F....	86	45	Graham, Lillian L	84
56	Moulin, Ida L.....	86	17	Vanderbilt, Ella M.....	84
3	Larabee, Olivia E.....	86	53	Wollstein, Rosalie.....	84
41	Seaman, Annie...	86	47	Ireland, Florence M.....	84
41	Lafabreque, Elizabeth...	86	3	Crome, Mamie.....	84
68	Sheldon, Minnie B.....	86	4	Rosett, Jennie.....	84
33	Ogle, Frances E.....	86	41	Pyatt, Mamie.....	84
			49	Edington, Nellie A.....	84
45	Lloyd, Jennie E.....	85	53	Moore, Annie..... ..	84
19	Wilson, Katie	85	53	Allaire, Annie A.....	84
68	Lathrop, Carrie J.....	85	59	Heintz, Ida.....	84
41	Jones, Ella..	85	49	Kubely, Florence.....	84
71	Rothschild, Tillie.....	85	8	Kleinert, Bella.....	84
56	Law, Katie	85	3	Bing, Carrie.....	84
33	Dingee, Ada F.....	85	3	Sinn, Marion L.....	84
45	Morrison, Helen A.....	85	41	Gleason, Kate.....	84
53	Harris, Henrietta.....	85	34	Lambrecht, Adeline.....	84
22	Heil, Emma.....	85	68	Weir, Ida F.....	84
53	White, Mary C.....	85	47	Rochow, Minnie H.....	84
59	Ruddell, Effie E.....	85	43	Seeley, Emma L.....	84
14	Mathews, Annie.....	85	41	Cullen, Mary.	84
22	Rodman, Mary V.....	85	1	Danehy, Margaret.....	84
65	Buckhout, Maria.....	85	17	Poznanski, Annie.....	84
69	Staab, Sophie M.....	85	47	Stone, Stella N.....	84
53	Lowenstein, Janet.....	85	47	Talbot, Bessie	84
41	Crommelin, Millie.....	85	61	Dooley, Clara J.....	84
71	Peiser, Annie H	85	47	Mangels, Bertha.....	84
51	Mangin, Sarah J	85	3	Mulholland, Annie C...	84
60	Berte, Adelaide.....	85			
14	Cohn, Cecelia.....	85	53	Armstrong, Mary E....	83

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
T. D.	Rogers, Mary	83	33	Wolf, Clauda B	82
69	Knowlton, Cynthia	83	68	Chase, Sarah.	82
50	Kahn, Arabella	83	17	Stagg, Virginia I.	82
4 Col.	Frazier, Susie	83	68	Clark, Annie B.	82
59	Crook, Mary E	83	T. D	Jackson, Julia	82
48	LeViness, Sophia A	83	25	Cramer, Carrie E	82
68	West, Stella L	83	37	Lewengood, Esther	82
68	Osborne, Lillie	83	37	Brassington, Mary E	82
68	Combs, Jennie	83	20	Ringelman, Susie A	82
47	Anthon, Philippa H	83	20	Hoffman, Martha A	82
56	Johnson, Fannie T	83	20	Newkirk, Delia L.	82
48	Keller, Carrie	83	68	Robertson, Retta	82
45	Rosse, Celina C	83	10	Jordan, Mattie	82
17	Collord, Ida A	83	33	Dewey, Elizabeth E	82
3	Loughlin, Julia E	83	45	Christie, Marion McA	82
T. D.	Lewis, Margaret E	83	28	Dyatt, Sarah E	82
25	Schultz, Martha M	83	53	Farley, Mary A	82
39	Thompson, Celia	83	47	Herbell, Minnie E	82
2	Rosenthal, Ella	83	50	Hassell, Lillie	82
48	Beaudrias, Marie L	83	50	Hassell, Grace	82
20	Everitt, Ella	83	2	Ahrens, Lena	82
45	Woolf, Sarah	83	19	Diemer, Atala L	82
54	Cooper, Hannah C	83	68	Teets, Jennie	82
47	Mather, Annie	83	8	Phillips, Eleanor L	82
30	Brady, Sarah	83	51	Manning, Mary E	82
63	McNamara, Catherine J.	83	45	Coleman, Rozella	82
33	McGinnis, Mary E. G	83	45	Turk, Sophia	82
33	Buckingham, Emma J	83	25	Hahn, Carrie F	82
45	Gillies, Margarita	83	50	Graves, Ella J	82
42	Jalkut, Dora	83	20	Jaeger, Adeline J	82
68	Young, Jennie M	83	14	Gardener, Iola	82
47	Herbert, Margaret H	83	69	Felix, Frances J	82
25	Tietz, Annie E	83	3	Graham, Millie V	82
37	Linehan, Josephine J	83	18	Engelhardt, Theresa	82
59	Kohner, Ida	83	68	McDonald, Mamie M	82
19	Griffith, Lavinia M	83	14	Ahern, Minnie T	82
33	Irving, Jane G	83	71	Dunkirk, Wolphine	82
61	Wilsey, Henrietta M	83	47	Errani, Carlotti	82
3	Winterton, Nellie G	83	37	Lippman, M. Heloise	82
69	Wales, Nettie	83	18	Wheaton, Carrie	82
69	Knap, Mary	83	50	Fanning, Mary E	82
53	Myers, Theresa	83	45	Best, Chattie	82
71	Bennet, Annie M	83	37	Oertle, Martha	82
63	Hinchberger, Josephine C	83	4 Col.	Osborne, Annie L	82
34	Merrill, Jessie M	83	18	Devize, Leontine	82

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
50	Molloy, Sarah L.....	82	53	Geraty, Helen	80
69	Sloane, Maggie S.....	82	46	Goetz, Jennie I.....	80
			24	Finclestein, Jennie.....	80
71	Hahn, Dora.....	81	38	Holsing, Louisa.....	80
53	McGinn, Mary A.....	81	18	Wolf, Grace	80
T. D.	Brown, Helen L.....	81	69	Burnton, Lillian	80
48	O'Shea, Jane M.....	81	3	Young, Maggie	80
33	Sauerwein, Ida A.....	81	2	Dost, Lena L.....	80
18	Burlinson, Katie.....	81	14	Tomnay, Katie M.....	80
21	Smith, Annie.....	81	22	Zimmerman, Jennie R...	80
3	Conklin, Mamie.....	81	54	Wright, Jennie C.....	80
37	Mayer, Johanna.....	81	13	McKean, Anna M.....	80
13	Bersiegel, Emma.....	81	45	Hendricks, Emilie.....	80
69	Boyle, Gertrude V.....	81	47	Kindland, Ellen C.....	80
59	Strauss, Henrietta J.....	81	63	Dannewitz, Mary A.....	80
53	Gessner, Wilhelmina A..	81	49	Bruckman, Carrie.....	80
45	Hyams, Nettie.....	81	64	Murray, Emily I.....	80
47	Lahr, Augusta.....	81	25	Eidman, Annie E.....	80
20	Walsh, Mary A.....	81	71	Watts, Cornelia J.....	80
3	Cummings, Mamie.....	81	50	Jonas, Juliette.....	80
30	Russell, Mary E.....	81	19	McCabe, Annie L.....	80
37	Bülow, Marie C.....	81	48	Mayer, Juliette.....	80
69	Weiss, Sedonia.....	81	27	Hart, Mary A.....	80
59	Schleestein, Clara	81	51	McDougall, Jane McK...	80
50	Carey, Mary T.....	81	68	Snyder, Sarah.....	80
68	Douglass, Emma L.....	81	48	Thorne, Annie F.....	80
47	Prochownick, Sarah....	81	61	Burton, Bell A	80
50	Pearson, Margaret.....	81	37	Cook, Anna.....	80
8	Longprie, Wilhelmina M.	81	59	Schaefer, Magdalene....	80
22	Reese, Esther.....	81	18	Deveze, Lawrence	80
1	Quinn, Mary J.....	81	14	Neuman, Louise.....	80
59	Popper, Estelle	81	33	Demarest, Grace.....	80
18	Lowenberg, Fannie.....	81	1	Sullivan, Mary.....	80
34	Black, Martha E.....	81			
22	Libman, Huldah	81	17	Gallagher, Mary	79
64	Mills, Minnie P.....	81	17	Samter, Lenore M.....	79
64	Ronan, Bridget T.....	81	25	Nowake, Frances M.....	79
53	Cornelius, Clarabel	81	48	Lane, Julia B.....	79
47	Anten, Florence M.....	81	34	Newcomb, Charlotte....	79
3	Steele, Emma.....	81	14	Guerin, Ida.....	79
T. D.	Eckman, Medea	81	49	Isidor, Theresa.....	79
			37	O'Rielly, Eveline.....	79
33	McParlan, Helena.....	80	59	Hazen, Theodosia N....	79
33	Palmatier, Harriet L...	80	53	Doerinckel, Emma C....	79
44	O'Hara, Delia T.....	80	19	Boyle, Josephine L.....	79
17	Forsythe, Jennie C. ...	80	45	Strouse, Tillie W.....	79

A 1st.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Merington.
..	Armstrong, Anna B.....		86	2	11	....	....	Dis. June 17, 1880.
9	Bangs, Louisa A.....	83	85	7	7	....	.	
3	Bell, Minnie E.....	83	86	13	....	1	.	
..	Bellis, Ida.....		80	14	5	....	.	Dis. June 17, 1880.
..	Brogan, Katie.....		11	4	42	....	.	" Apr. 3, 1880.
..	Brown, Adele.....		9	8	38	...	.	" Apr. 20, 1880.
..	Buckley, Mary.....		3	....	....	....	.	" Feb. 3, 1880.
20	Creed, Loretta.....	70	88	6	5	1	.	" June 25, 1880.
14	Cunningham, Annie.....	78	95	4	....	....	.	
5	DeFreece, Essie	84	96	3	....	....	.	
..	Donan, Florence.....	...	29	1	18	....	.	Dis. Apr. 12, 1880.
..	Dimond, Annie A	...	....	2	...	....	.	" Feb. 2, 1880.
8	Douglas, Lillie.....	83	98	1	...	...	.	
..	Edwards, Katie.....	...	....	....	54	....	.	Dis. Apr. 19, 1880.
..	Ellis, Emma.....	...	42	5	4	....	.	" Apr. 15, 1880.
..	Fibel, Florence	...	....	....	24	....	.	" M'ch 6, 1880.
12	Foster, Florence.....	81	81	18	....	....	.	
..	Harper, Mary B.....	...	....	....	24	....	.	Dis. M'ch 6, 1880.
19	Hogan, Mary.....	73	91	8	....	....	....	
..	Hennessy, Mary.....	....	....	....	34	....	....	Dis. M'ch 15, 1880.
..	Iglestrom, Janet.....	....	1	....	38	...	....	" Apr. 1 1880.
7	Klennan, Annie.....	83	88	4	7	....	....	
11	Larrabee, Nellie.....	81	73	26	....	....	....	
..	Lamsha, Joanna.....	....	....	....	2	....	....	Dis. Feb. 3, 1880.
1	Lynch, Mary.....	93	98	1	....	....	1	
..	Morris, Marion	....	47	9	17	....	....	Dis. May 24, 1880.
..	McGuire, Emily.....	....	6	1	2	....	....	" Feb. 13, 1880.
6	McGuire Margaret	84	97	2	....	....	....	
18	Murray, Julia I.....	74	94	5	....	....	....	Dis. June 14, 1880.
24	Murphy, Ellen.....	68	99	....	....	...	1	" June 17, 1880.
4	Riker, Alice E.....	82	99	....	....	....	....	
10	Selkreg. Hattie.....	82	98	1	....	....	...	
2	Simpson, Edith.....	86	95	3	1	....	....	
22	Toner, Teresa.....	78	96	3	...	....	....	
15	Thompson, Annie.....	78	98	1	....	....	....	
13	Wade, Georgiana C.....	80	99	....	....	....	...	
..	Wood, Emily.....	....	19	7	3	....	...	Dis. M'ch 15, 1880.
21	Waters, Mary E.....	70	98	1	....	....	....	" June 25, 1880.
23	Walker, Annie T.....	68	96	1	2	....	...	" June 17, 1880.
17	Youngs, Sarah R.....	77	94	5	....	....	....	
16	Thistle, Mary.....	77	97	1	1	...	....	

B 1.

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Madam Diaz.
2	Betker, Flora	87	99	....	....	....	....	
3	Brown, Sidney	86	99	....	....	....	1	
18	Brinkerhoff, Etta	74$\frac{5}{10}$	75	19	5	....	....	
14	Collins, Sarah	79	95	3	1	....	....	
22	Cunningham, Lizzie	71	90	9	....	....	....	
17	Denmead, Mary E	75	83	15	1	....	....	
10	De Largay, Mary	81	97	2	....	....	....	
7	Dermody, Mary	83	93	3	3	....	....	
13	Eustace, Belle	80	96	3	....	....	....	
5	Finn, Lillie	84	98	....	1	1	....	
..	Glenton, Mary V	....	16	3	....	....	....	Dis. M'ch 8, 1880.
..	Farley, Lavinia	....	....	....	2	....	....	Dis. Feb. 4, 1880.
16	Hughes, Mary F	78	91	8	....	....	....	
1	Johnston, Kittie L	88	98	1	....	....	2	
8	Kenny, Eliza	83	94	4	1	....	....	
12	Longstreet, Irene	80	97	1	1	....	....	
10	Knapp, Ella	80	82	10	7	....	....	
4	Maguire, Mary	85	69	29	1	....	1	
..	Meyers, Nellie	72	99	....	....	....	....	
..	Mellville, Marguerite	....	32	8	12	....	....	Dis. Ap'l 16, 1880.
6	McIntosh, Katie	84	99	....	....	....	....	
..	Murphy, Hannah	....	47	8	4	....	....	Dis. May 5, 1880.
20	O'Connor, Deborah	73	97	2	....	....	3	
..	Osborne, Addie	....	....	21	....	....	....	Dis. M'ch 4, 1880.
9	Patterson, Isabella	82	99	....	....	....	....	
19	Powell, Ida I	74	87	12	....	....	....	
23	Simms, Etta	63	94	15	....	....	....	
..	Saunders, Mamie	....	1	....	3	....	....	Dis. Feb. 6, 1880.
15	Rooney, Emma	79	76	18	5	....	....	
..	Whitney, Annie	....	28	2	1	....	....	Dis. M'ch 17, 1880.

C 1.

Class Standing.	Names.	Average per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Reynolds.
32	Bradley, Eliza	65	96	2	1			
2	Beattie, Nellie	89	98		1			
..	Brutscher, Catherine		46	2				Dis. May 4, 1880.
..	Burgameister, Emma		11		2			" Feb. 20, 1880.
..	Chevalier, Susie		78	21	1		1	
19	Davidson, Emma	78	97	1	1			
29	Dowling, Mary	73	85	2	12		1	
26	Doyle, Sarah	73	93	1	5			
15	Fischer, Mary	81	80	13	15			
..	Feore, Katie				5			Dis. Feb. 6, 1880.
22	Garside, Margaret	79	97	2				
7	Geer, Clementine	84	92	6	1			
10	Greene, Ella	82	73	21	16			
24	Hassett, Lizzie	74	97	2		1	14	
..	Hoag, Emma		25	3	2			Dis. Mch. 15, 1880.
31	Hunter, Fannie	67	99					
11	Henderson, Katie	82	97	1	1			
..	Kelly, Nellie		8	1	2			Dis. Feb. 16, 1880.
..	Kirk, Minnie		27	3	11			" Mch. 29, 1880.
25	Leahy, Mary	74	97		2			
..	Lyons, Emma		99					
..	Lechtbaler, Mary		2		1			Dis. Feb. 4, 1880.
18	Libman, Eliza	79	93	5	2			
..	McDonald, Rose				23			Dis. Mch. 6, 1880.
4	Moore, Mattie	85	98		1		1	
5	Murphy, Margaret	84	93	5	1	2	2	
16	McCarthy, Johanna	81	94		5	1	9	
..	Mammel, Emma		10	4	8			Dis. Mch. 6, 1880.
1	O'Bierne, Julia	89	97		2			
21	Ogle, Mary	77	93	2	5			
26	Potter, Clara	73	97		1		1	
..	Palmer, Ella		89	7	3			
6	Radley, Emily	84	98		1			
..	Rhoades, Hattie		41					Dis. April 2, 1880.
12	Roy, Mary	82	96		3			
33	Regain, Etta	59	96	2	1			
30	Rush, Margaret	71	91	3	5			
..	Smith, Florence		84	7				Dis. May 19, 1880.
..	Snyder, Susie				23			" Mch. 6, 1880.
23	Theurkauf, Nellie	76	88	9	2		3	
3	Thomas, Harriet	87	97	2				
17	Thompson, Celia	79	97	2				
13	Taylor, Jeannette	82	98	1				

C 1.—(*Continued.*)

Class Standing.	Names.	Average Per Cent.	No. Days Present.	No. Days Absent Excused.	No. Days Absent Unexcused.	No. Times Late Excused.	No. Times Late Unexcused.	Miss Reynolds.
..	Todd, Rebecca	....	52	5	....	....	....	Dis. May 3, 1880.
9	Troitzsch, Ida	82	92	7	....	....	....	
..	Travis, Alice	....	19	....	....	....	....	Dis. Mch. 6, 1880.
..	Valk, Esther	...	62	9	7	...	....	
..	Vought, Maria	....	73	3	2	1	...	
20	Vanderbourgh, Martha	77	92	7	....	....	...	
29	Waldron, Sarah	71	92	6	1	....	....	
14	Waters, Isabel	81	98	1	....	....	....	
8	Ward, Julia	83	97	2	....	...	....	
..	Wolf, Nellie	....	60	3	1	...	....	Dis. May 7, 1880.

ADMISSIONS FROM PUBLIC SCHOOLS, SEPTEMBER, 1, 1881.

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
48	White, Annie H.	99⅔	68	Smith, Ida	93
53	Kuper, Florence	99	10	Dittviller, Adele L.	93
			65	Brice, Eva	93
63	Van Tine, Lilian S.	96⅔	56	Norman, Annie M.	93
39	Fuller, Ida R.	96	47	Keith, Jennie S.	93
T. D.	Lloyd, Hattie J.	96	47	Townsend, Rebecca L.	93
53	Henschel, Flora H.	96			
47	Keller, Eleanor J.	96	13	Eaton, Mary E.	92
69	Koessly, Anna H.	96	53	Horgan, Ellen B.	92
45	Van Wagenen, Kittie	96	T. D.	Moffett, Mary L.	92
45	Nordlinger, Martha	96	59	Schultz, Hannah	92
			69	Krauth, Pauline	92
69	Leslie Aggie W.	95	56	Keever, Martha	92
69	Knowlton, Libbie	95	47	Carter, Mary L.	92
56	Griffiths, Gertrude C.	95	68	Ferris, Helen	92
47	Tschuddy, Ludwina M.	95	53	Gans, Lilian B.	92
47	Thomas, Maud	95	59	Davis, Sarah R.	92
47	Hickinbottom, Annie E.	95	47	Crampton, Etta	92
69	Fielitz, Johanna P	95	T. D.	Freund, Stella	92
			18	Wolff, Esther	92
59	Hiler, Annie J.	94	34	Wilson, Margaret B.	92
47	Burt, Julia A	94	63	Smack, Sara J.	92
71	Ward, Annie L.	94	53	McBride, Mary F.	92
45	Swartz, Annie	94			
47	Williams, Addie D.	94	3	Wood, Nellie	91
47	Goldstein Bertha L.	94	47	Williams, Charlotte B.	91
59	Knox, Margaret	94	64	Lawrence, Isabelle	91
68	Beach, Grace B.	94	37	Owen, Mary	91
			59	Silverthau, Josephine R.	91
T. D.	Fransioli, Marguerite	93	48	Keller, Amelia G.	91
T. D.	Anderson, Lillian M.	93	22	Nassauer, Sarah	91
48	Patterson, Ida L.	93	45	Gilbert, Grace	91
47	Riedel, Louise	93	36	Weingarten, Frances	91
47	Ganson, Helen A	93	64	Melville, Amy E.	91
45	White, Mary S.	93	64	Niles, Susie C.	91
59	Raruc, Matilda R.	93	47	Breed, Mabel	91
63	Williams Adelaide	93	T. D.	King, Florence L.	91
38	Stead, Alice	93	53	Madan, Lily E.	91
38	Leake, Hattie	93	51	Schneider, Louisa M.	91
22	Whatelley Jessie	93	69	Phelan, Marietta T.	91
18	Patterson, Grace	93	53	Crowley, Joanna M.	91
47	Neander, Amalie	93	56	Schubert, Minnie J.	91
59	Bernheim, Sarah	93	59	Stern, Mary	91

* T. D.—Training Department of the Normal College.

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
45	Hill, Lulu K.	91	56	McGie, Carrie.	89
68	Fay, Ophie	91	18	Reno, Annie.	89
3	Luchs, Hannah	91	71	Wiley, Julia S.	89
37	Brandon, Flora E.	91	47	Ames, Carrie H.	89
41	Allen, Zena.	91	3	Brown, Mamie C.	89
53	Wallace, Amy.	91	13	Wiedemann, Bemhardine	89
10	Gasdon, Julia M.	91	39	Bowen, Mamie.	89
40	Dreyfous, Gertrude.	91	71	Busha, Irene M.	89
47	Herts, A. Minnie.	91	10	Doyle, Evelyn.	89
			45	Mestra, Clemencia.	89
48	Fletcher, Ella H.	90	53	Lynch, Mary F.	89
68	Jackson, Katie H.	90	60	Seaman, Mariana.	89
41	Hill, Belle.	90	T. D.	Campman, Marie L.	89
13	Bittner, Mamie.	90	41	Hopper, Ella.	89
39	DeShay, Kittie.	90	69	Nordlinger, Ida	89
18	Hanauer, Hannah.	90	59	Mansell, Adele.	89
3 Col.	Peterson, Hattie A.	90	33	Jelliff, Annie L.	89
53	Zuckerman, Julia.	90	45	Jacobus, Agnes.	89
47	Smith, Annie E.	90	47	Ashby, Florence A	89
47	Brehaut, Ella C.	90	68	Gilroy, Mamie.	89
65	Trainer, Annie L	90	T. D.	Stettheimer, Martha.	89
45	Monroe, Maud.	90	53	Goetze, Emma.	89
68	Halpin, Mary.	90	56	Moseman, Susie K.	89
68	Townsend, May.	90	45	Hubbel, Mamie L.	89
47	Minner, Emily M.	90	48	Hanna, May B.	89
50	Weiler, Caroline.	90	T. D.	Millspaugh, Mary E	89
59	Fegan, Annie.	90	59	Sweeney, Ellen M.	89
53	Baehr, Emma.	90	59	Rich, Ida L.	89
45	Lindsay, Margaret M.	90	18	Wittschen, Julia.	89
45	Engler, Julia E.	90	3	Willard, Ida F.	89
36	Neimeier, Minnie.	90	45	Pendleton, Lucy A.	89
47	Blum, Cecile.	90	45	Chase, Louisa S.	89
41	White, May S.	90	45	Oberndorfer, Birdie.	89
56	Feist, Annie E.	90	47	Cochrane, Caroline M.	89
45	Rankin, Jean E.	90	53	Carrington, Harriet.	89
3	Post, Lina.	90	69	Condell, Kate.	89
37	Cramer, Jennie S.	90	59	Moynan, Fannie L.	89
13	Ferris, Frances L.	90	59	Anthony, Ella L.	89
18	Metzger, Matilda.	90	33	Wickes, Ella.	89
56	Cole, Emma A.	90			
53	Kent, Margaret E.	90	45	Inglis, Hattie S.	88
47	Donaldson, Minnie.	90	60	Burns, Sophie.	88
41	Serre, Clotilde.	90	69	Mintz, Rachel.	88
			41	Spear, Mamie.	88
53	Hoffheimer, Lillie.	89	59	Arnold, Blanche.	88

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
45	Lehmaier, Flora	88	3	Woehling, Amelia	87
45	Mayer, Lillie	88	39	Stevenson, Mary J	87
69	Hogan, Nellie L	88	8	Davis, Julie	87
39	Rogers, Emma C	88	63	Horton, Saralyen	87
53	Grannatt, Grace E	88	14	Aaron, Esther D	87
69	Devoe, Mary P	88	2	McLean, Kate T	87
41	Niver, Emily	88	38	Diack, Mary	87
59	Lewis, Grace E	88	59	Hammond, Marion L	87
65	Harris, Kate B	88	59	Birnbaum, Emma H	87
48	Palmer, Jennie	88	69	McKinlay, Minnie L	87
18	Sampter, Jennie	88	33	Galbraith, Martha M	87
68	Hughes, Nellie	88	48	Archbold, Annie E	87
68	Combs, Mary A. W	88	T. D.	Goodsell, Elizabeth N	87
19	Thurn, Louisa	88	51	Warner, Charlotte E	87
47	Powell, Emma J	88	69	Williams, Nellie M	87
T. D.	Mack, Lottie	88	71	Adams, Mildred A	87
48	Barnard, Julia E	88	54	Boldtman, Frances F	87
59	McNamara, Theresa	88	18	Hartley, Ethelyn	87
59	King, Emma C	88			
33	Hughes, Harriet J	88	47	Long, Ninon C	86
28	Oerter, Emma E	88	17	Cameron, Mary E	86
47	Kip, Lily C	88	47	Wood, Sarah C	86
3	Pennington, Agnes	88	47	Baker, Ella E	86
T. D.	Hauser, Josephine	88	56	Jackson, Alice	86
38	Honsley, Mary	88	69	Wetherbee, Charlotte W.	86
59	Landwehr, Mary	88	39	Holden, Alice M	86
64	Traphagan, Lizzie E	88	2	Sweeny, Bridget D	86
45	McWilliams, Mary	88	18	Brower, Lidie	86
25	Rodman, Susie A	88	22	Derx, Jessie	86
63	Cannon, Frances	88	69	Brummer, Ruth	86
27	Sowter, Maggie A	88	45	Burr, Helen V	86
4	Stratton, Bessie	88	17	Shannon, Mary	86
			56	Kennedy, Mary S	86
56	Springer, Florence	87	3	Fritch, Carrie	86
T. D.	Ullman, Selina	87	30	Gallagher, Annie	86
33	Yonker, Hannah	87	18	Rosenmeyer, Fannie	86
53	Ceil, Martha	87	45	Seligman, Carrie	86
22	Kenna, Annie	87	60	Brunge, Fannie H	86
45	Haslett, Essie	87	3	Archer, Jennie B	86
54	Jay, Lucy	87	59	Danton, Bianca	86
59	Fitzgerald, Mary S	87	48	Deviney, Annie C	86
59	Youngling, Kate	87	18	Stein, Theresa	86
47	Ulman, Helen E	87	68	Tremper, Florence	86
47	Winsor, Ada P	87	65	Curtiss Julie E	86
3	Allen, Clara	87	33	Wright, Isabella H	86

No. of School.	MAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
69	McGill, Helen D.....	86	59	Ordenstein, Pauline S...	85
45	Palmer, Edith.....	86	50	McCann, Benedicta.....	85
45	Whitlock, Bessie P.....	86	36	Orr, Mary E.....	85
45	Lewi, Carrie...	86	68	O'Connor, Mary.....	85
47	Richards, Etta J.....	86	53	Askey, Emily F.....	85
47	Fisher, Ella A.....	86	30	Toner, Nellie.....	85
47	Frazer, Annie A.....	86	59	Hartley, Jennie.....	85
3	Wright, Maggie A.....	86	53	Chase, Henrietta.....	85
39	Lafetra, Effie.....	86	33	Carlisle, Josephine P....	85
48	De Vaine, Mary.....	86	45	Bernhard, Mabel.....	85
53	McCadden, Margaret E..	86			
34	Watts, Ella L.....	86	53	O'Callaghan, Mary A...	84
3	Taylor, Lizzie A.....	86	47	Leonard, Sara.....	84
2	Brophy, Emma V	86	18	Foy, Annie.....	84
68	Brinkerhoff, Fannie.....	86	20	Sondheim, Rosa	84
17	Gray, Jennie.....	86	49	Rosenfeld, Mary E.....	84
53	Buclair, Josephine F....	86	45	Graham, Lillian L	84
56	Moulin, Ida L.....	86	17	Vanderbilt, Ella M.....	84
3	Larabee, Olivia E.....	86	53	Wollstein, Rosalie.....	84
41	Seaman, Annie.....	86	47	Ireland, Florence M....	84
41	Lafabreque, Elizabeth...	86	3	Crome, Mamie.....	84
68	Sheldon, Minnie B.....	86	4	Rosett, Jennie.....	84
33	Ogle, Frances E.....	86	41	Pyatt, Mamie.....	84
			49	Edington, Nellie A.....	84
45	Lloyd, Jennie E.....	85	53	Moore, Annie..... ..	84
19	Wilson, Katie	85	53	Allaire, Annie A.....	84
68	Lathrop, Carrie J.....	85	59	Heintz, Ida.....	84
41	Jones, Ella..	85	49	Kubely, Florence.....	84
71	Rothschild, Tillie.....	85	8	Kleinert, Bella.....	84
56	Law, Katie	85	3	Bing, Carrie.....	84
33	Dingee, Ada F.....	85	3	Sinn, Marion L.....	84
45	Morrison, Helen A.....	85	41	Gleason, Kate.....	84
53	Harris, Henrietta.....	85	34	Lambrecht, Adeline.....	84
22	Heil, Emma.....	85	68	Weir, Ida F.....	84
53	White, Mary C.....	85	47	Rochow, Minnie H.....	84
59	Ruddell, Effie E.....	85	43	Seeley, Emma L.....	84
14	Mathews, Annie.....	85	41	Cullen, Mary.	84
22	Rodman, Mary V.....	85	1	Danehy, Margaret.....	84
65	Buckhout, Maria.....	85	17	Poznanski, Annie.....	84
69	Staab, Sophie M.....	85	47	Stone, Stella N.....	84
53	Lowenstein, Janet.....	85	47	Talbot, Bessie	84
41	Crommelin, Millie.....	85	61	Dooley, Clara J.....	84
71	Peiser, Annie H	85	47	Mangels, Bertha.....	84
51	Mangin, Sarah J	85	3	Mulholland, Annie C...	84
60	Berte, Adelaide.....	85			
14	Cohn, Cecelia.....	85	53	Armstrong, Mary E....	83

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
T. D.	Rogers, Mary	83	33	Wolf, Clauda B	82
69	Knowlton, Cynthia	83	68	Chase, Sarah.	82
50	Kahn, Arabella	83	17	Stagg, Virginia L	82
4 Col.	Frazier, Susie	83	68	Clark, Annie B.	82
59	Crook, Mary E	83	T. D	Jackson, Julia	82
48	LeViness, Sophia A	83	25	Cramer, Carrie E	82
68	West, Stella L	83	37	Lewengood, Esther	82
68	Osborne, Lillie	83	37	Brassington, Mary E	82
68	Combs, Jennie	83	20	Ringelman, Susie A	82
47	Anthon, Philippa H	83	20	Hoffman, Martha A	82
56	Johnson, Fannie T	83	20	Newkirk, Delia L	82
48	Keller, Carrie	83	68	Robertson, Retta	82
45	Rosse, Celina C	83	10	Jordan, Mattie	82
17	Collord, Ida A	83	33	Dewey, Elizabeth E	82
3	Loughlin, Julia E	83	45	Christie, Marion McA	82
T. D.	Lewis, Margaret E	83	28	Dyatt, Sarah E	82
25	Schultz, Martha M	83	53	Farley, Mary A	82
39	Thompson, Celia	83	47	Herbell, Minnie E	82
2	Rosenthal, Ella	83	50	Hassell, Lillie	82
48	Beaudrias, Marie L	83	50	Hassell, Grace	82
20	Everitt, Ella	83	2	Ahrens, Lena	82
45	Woolf, Sarah	83	19	Diemer, Atala L	82
54	Cooper, Hannah C	83	68	Teets, Jennie	82
47	Mather, Annie	83	8	Phillips, Eleanor L	82
30	Brady, Sarah	83	51	Manning, Mary E	82
63	McNamara, Catherine J.	83	45	Coleman, Rozella	82
33	McGinnis, Mary E. G	83	45	Turk, Sophia	82
33	Buckingham, Emma J	83	25	Hahn, Carrie F	82
45	Gillies, Margarita	83	50	Graves, Ella J	82
42	Jalkut, Dora	83	20	Jaeger, Adeline J	82
68	Young, Jennie M	83	14	Gardener, Iola	82
47	Herbert, Margaret H	83	69	Felix, Frances J	82
25	Tietz, Annie E	83	3	Graham, Millie V	82
37	Linehan, Josephine J	83	18	Engelhardt, Theresa	82
59	Kohner, Ida	83	68	McDonald, Mamie M	82
19	Griffith, Lavinia M	83	14	Ahern, Minnie T	82
33	Irving, Jane G	83	71	Dunkirk, Wolphine	82
61	Wilsey, Henrietta M	83	47	Errani, Carlotti	82
3	Winterton, Nellie G	83	37	Lippman, M. Heloise	82
69	Wales, Nettie	83	18	Wheaton, Carrie	82
69	Knap, Mary	83	50	Fanning, Mary E	82
53	Myers, Theresa	83	45	Best, Chattie	82
71	Bennet, Annie M	83	37	Oertle, Martha	82
63	Hinchberger, Josephine C	83	4 Col.	Osborne, Annie L	82
34	Merrill, Jessie M	83	18	Devize, Leontine	82

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
50	Molloy, Sarah L.....	82	53	Geraty, Helen	80
69	Sloane, Maggie S.....	82	46	Goetz, Jennie I.....	80
			24	Finclestein, Jennie.....	80
71	Hahn, Dora.....	81	38	Holsing, Louisa.....	80
53	McGinn, Mary A.....	81	18	Wolf, Grace	80
T. D.	Brown, Helen L.....	81	69	Burnton, Lillian	80
48	O'Shea, Jane M.....	81	3	Young, Maggie	80
33	Sauerwein, Ida A.....	81	2	Dost, Lena L.....	80
18	Burlinson, Katie.....	81	14	Tomnay, Katie M.....	80
21	Smith, Annie.....	81	22	Zimmerman, Jennie R...	80
3	Conklin, Mamie.....	81	54	Wright, Jennie C.....	80
37	Mayer, Johanna.....	81	13	McKean, Anna M.....	80
13	Bersiegel, Emma.....	81	45	Hendricks, Emilie.....	80
69	Boyle, Gertrude V.....	81	47	Kindland, Ellen C.....	80
59	Strauss, Henrietta J.....	81	63	Dannewitz, Mary A.....	80
53	Gessner, Wilhelmina A..	81	49	Bruckman, Carrie.....	80
45	Hyams, Nettie.....	81	64	Murray, Emily I.....	80
47	Lahr, Augusta.....	81	25	Eidman, Annie E.....	80
20	Walsh, Mary A.....	81	71	Watts, Cornelia J.....	80
3	Cummings, Mamie.....	81	50	Jonas, Juliette.....	80
30	Russell, Mary E.....	81	19	McCabe, Annie L.....	80
37	Bülow, Marie C.....	81	48	Mayer, Juliette.....	80
69	Weiss, Sedonia.....	81	27	Hart, Mary A.....	80
59	Schleestein, Clara	81	51	McDougall, Jane McK...	80
50	Carey, Mary T.....	81	68	Snyder, Sarah.....	80
68	Douglass, Emma L.....	81	48	Thorne, Annie F.....	80
47	Prochownick, Sarah....	81	61	Burton, Bell A	80
50	Pearson, Margaret.....	81	37	Cook, Anna.....	80
8	Longprie, Wilhelmina M.	81	59	Schaefer, Magdalene....	80
22	Reese, Esther.....	81	18	Deveze, Lawrence	80
1	Quinn, Mary J.....	81	14	Neuman, Louise.....	80
59	Popper, Estelle	81	33	Demarest, Grace.....	80
18	Lowenberg, Fannie.....	81	1	Sullivan, Mary.....	80
34	Black, Martha E.....	81			
22	Libman, Huldah	81	17	Gallagher, Mary	79
64	Mills, Minnie P.....	81	17	Samter, Lenore M.....	79
64	Ronan, Bridget T.....	81	25	Nowake, Frances M.....	79
53	Cornelius, Clarabel	81	48	Lane, Julia B.....	79
47	Anten, Florence M.....	81	34	Newcomb, Charlotte....	79
3	Steele, Emma.....	81	14	Guerin, Ida.....	79
T. D.	Eckman, Medea	81	49	Isidor, Theresa.....	79
			37	O'Rielly, Eveline.....	79
33	McParlan, Helena.....	80	59	Hazen, Theodosia N....	79
33	Palmatier, Harriet L...	80	53	Doerinckel, Emma C....	79
44	O'Hara, Delia T.....	80	19	Boyle, Josephine L.....	79
17	Forsythe, Jennie C. ...	80	45	Strouse, Tillie W.....	79

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
17	Ackerman, Caroleen.....	79	38	Schmidt, Julia.....	78
37	Freese, Jennie A.....	79	59	Rosenthal, Fannie.....	78
69	Flanly, Rosie M.....	79	14	Byrne, Nellie C.....	78
18	Newborg, Rosa	79	33	Myers, Amelia C.....	78
28	Flood, Mary L. B.....	79	63	Hamilton, Catherine E..	78
28	Armand C., Celine E....	79	44	Garretson, Etta.....	78
29	McDowell, Elizabeth....	79	37	Thompson, Mary.....	78
19	Hashagen, Lillie A.....	79	49	McKenna, Lizzie.....	78
47	Stackpoole, Lizzie E. ..	79	25	Sommerfield, Flora.....	78
37	Cunningham, Carrie L...	79	37	Isaac, Minnie.....	78
51	Hill, Martha	79	10	Garbade, Amelia D.....	78
33	Ellis, Mary W.....	79	46	Donovan, Kate F.....	78
1	McLean, Jenny	79	14	Tobias, Gertrude.....	78
53	O'Kearney, Marie L....	79	14	Cronin, Kate A.....	78
37	Duff, Alice E.....	79			
54	Zimmerman, Annie M...	79	1	Simms, Adaline	77
45	Lowndes, Virginia	79	17	Masters, Isabel	77
69	Eggert, Ida.....	79	4	Glass, Sarah.....	77
18	Boyle, Katie	79	33	Wilson, Mary E.....	77
68	Dardis, Minnie..... .	79	49	Brown, Eva R.....	77
68	Lines, Florence A.....	79	10	McDonough, Annie.....	77
			47	Mack, Anna	77
48	Henriquez, Julia E.....	78	30	Callahan, Annie V	77
27	Gleason, Mary F.....	78	37	Peoble, Ellen C	77
49	Strauss, Bella.....	78	33	Logan Sarah A.....	77
35	Moore, Catherine E.....	78	18	Brown, Ella.....	77
63	Hammond, Elizabeth J..	78	56	Smith, Rosanna C... ..	77
28	Armand C.—Marie L. P.	78	21	Hoare, Margaret.....	77
45	Hartell, Margarethe.....	78	59	Schoenfeld, Estella.....	77
20	English, Mary A.....	78	27	Geiger, Helena.....	77
68	Fanning, Emma.....	78	22	Smith, Johanna.....	77
22	Griffiths, Katie M.....	78	1	Clare, Mary	77
69	Myers, Vinie F.....	78	37	Livings, Annie M.....	77
1	Patton, Annie.....	78	49	Essig, Katie	77
42	Wolf, Mary.....	78	22	McBarron Belle.....	77
56	Herring Carrie A.....	78	69	Davis, Lizzie	77
3	Burtis, Theresa.....	78	54	Gorham, Susie M.....	77
48	Brenner, Amelia L.....	78	18	Hyams, Cecelia.....	77
34	Coghlan, Margaret E...	78	33	Harris, Annie.....	77
22	Stern, Clara	78	37	Benjamin, Florence.....	77
22	Strelitz, Annie.....	78	37	Rosenthal, Hannah.....	77
53	Lichtenstein, Frances...	78	17	Fergus, Maggie.....	77
3	Forster Mary F.....	78	25	Gorman, Annie J	77
3	Fransway, May	78	37	Zabrinski Fannie F.....	77
3	Jessen, Nellie..... ..	78	51	Ryan, Elizabeth J.....	77
37	Hilliard, Carrie C... ..	78	14	Cooley, Jennie F.....	77

No. of School.	NAME.	Per Cent. Admission to the Normal College.	No. of School.	NAME.	Per Cent. Admission to the Normal College.
33	Gordon, Elizabeth	77	3	Shear, Frankie	76
69	Corbett, Ida A	77	4	Brown, Sadie	76
			50	Flynn, Sarah A	76
42	Higgins, Mary A	76			
39	White, Belle	76	17	Poznanski, Louise	75
33	Bovey, Louise R	76	25	Dunkin, Mamie L	75
18	Fender, Sophia	76	48	Canfield, Hattie	75
68	Hackett, Theo. Bell	76	18	Foy, Maggie	75
14	Walton, Ellen E	76	34	Rogers, Mary A	75
51	Maher, Mary A	76	49	Swayze, Lisabel	75
27	McCormack, Helena L	76	19	McGrath, Rose A	75
33	Wagner, Adelaide M	76	49	West, Lillie A	75
1	Wolfe, Maria	76	56	Baker, Lillie J	75
4 Col.	Clayton, Eliza J	76	1	Buckley, Joanna	75
59	Klugman, Rachel	76	24	Finestone, Rebecca	75
33	Fuller, Adelaide A	76	37	Hodges, Ida	75
T. D.	Taylor, Frank L	76	20	Klingenstein, Pauline	75
50	Foley, Margaret I	76	21	Becker, Adelia	75
37	Lewengood, Pauline	76	49	Lang, Fannie	75
48	Kuhne, Augusta F	76	14	Leaycraft, Mary G	75
68	Finch, Nellie L	76	T. D.	Macoy, Isabella W	75
13	Obadiah, Sulltonia	76	39	Hall, Pauline	75
69	Thomson, Lillie	76	22	Riley, Annie M	75
14	Stack, Ella	76	14	Johnson, Minnie	75
4	Howard, Endora	76	8	Devine, Kate L	75
45	Fridenberg, Estelle	76	44	Helms, Amelia S	75
47	Marmion, Sarah B	76	3	Grogan, Mary	75
7	Rosenzweig, Mary	76	18	Levy, Josephine	75
53	Baker, Ella E	76	22	Glover, Nettie J	75
29	Sullivan, Mary A	76			
37	Ditmars, Cornelia	76	30	O'Neill, Lillian	75
2	Ryan, Frances L	76	25	Burke, Mary	75